HEARING ON DRUG ABUSE PREVENTION AND EDUCATION

HEARING

BEFORE THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-NINTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC,
AUGUST 6, 1986

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HEARING ON DRUG ABUSE PREVENTION AND EDUCATION

WEDNESDAY, AUGUST 6, 1986

House of Representatives,
Committee on Education and Labor,
Washington, DC.

The committee met, pursuant to call, at 9:30 a.m., in room 2175, Rayburn House Office Building, Hon. Augustus F. Hawkins (chairman of the committee) presiding.

Members present: Representatives Hawkins, Murphy, Williams, Owens, Hayes, Bruce, Dymally, Penny, Atkins, Coleman, Roukema, McKernan, and Fawell.

Staff present: Susan G. McGuire, staff director; John F. Jennings, counsel; Eugene F. Sofer, budget analyst; and John Butler, press secretary; Beth Buehlmann, minority education staff director; Mary Jane Fiske, minority senior legislative associate.

Chairman Hawkins. The Committee on Education and Labor is called to order.

The Chair would like to announce at the very beginning, the hearing this morning is on drug prevention and education.

Two weeks ago, Speaker Tip O'Neill said that the House of Representatives would approve major drug abuse prevention legislation before the end of the 99th Congress. It is the intent of this committee to mark up the bill on August 12, and to schedule the bill for the floor on the assurance from the Speaker on September 10.

It is the hope of the Chair that the bill will be a bipartisan proposal, and in conjunction with that, the staff has been advised to meet with the staff of the various subcommittees involved in the jurisdiction of the omnibus bill, and also to consult freely with the staff and members of the minority.

In line with that, the Chair is pleased to report that considerable progress has been made, the hearing today is only part of that process.

Listening to successful programs that have been developed elsewhere, we do not intent to reinvent the wheel, but to proceed as expeditiously as possible.

[Prepared statement of Chairman Augustus F. Hawkins follows:]

PREPARED STATEMENT OF HON. AUGUSTUS F. HAWKINS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA, AND CHAIRMAN, COMMITTEE ON EDUCATION AND LABOR

Two weeks ago Speaker Tip O'Neill said that the House of Representatives would approve major drug abuse prevention legislation before the end of the 99th Congress. This week President Reagan kicked off his own anti-drug campaign, which includes as one of its goals drug free schools.

I applaud the president's campaign, but I hope that his rhetoric will be supported by financial resources. Giving voluntary drug tests in the Oval Office is not going to help the two out of three high school seniors in this country who use illegal drugs.

In fact, President Reagan has, at budget time, done more harm than good in the past five years to the nation's anti-drug use efforts. He tried, for example, to eliminate a juvenile justice program aimed at drug abuse prevention this year after cutting the program's budget by more than 40 million dollars. The Committee's Community Services Block Grant program, which is used across the country to fight drug abuse, has been cut by the administration more than 30 percent in the past five years.

The Department of Education spends only about 3 million dollars on drug abuse education programs -- money well spent but not enough.

We want to develop a partnership among government, parents, teachers, students and law enforcement agencies to solve the drug crisis gripping our nation's school children. That is why we are here today.

Today's hearing is the first step in the Committee's participation in the Speaker's drug initiative. We plan to gather information and recommendations today, draft legislation and report a bill out of this committee next Tuesday.

Our work is cut out for us. Last year, 54% of high school seniors used marijuana and 92% used alcohol. Most disturbing were reports that more than one third of high school seniors thought that experimenting with cocaine was not dangerous.

In post secondary schools, drug use is clearly a problem -- nearly half of all college students use illegal drugs. Again the most shocking finding of late is the high level of cocaine use by college students -- as many as 17% of all students.

Drug abuse costs this nation more than $80 billion and double that amount in indirect costs such as lost productivity, lost lives and law enforcement.

The front line in the fight against drug addiction today is in the elementary and secondary schools. We welcome our witnesses who will help us strengthen this front line.

Chairman HAWKINS. At this point, I would like to call on Mr. Coleman, representing the minority members, for any statement he may care to make.

Mr. COLEMAN. Thank you, Mr. Chairman.

I want to join with you in the spirit of bipartisanship as we address the No. 1 domestic issue that this country faces today, the use of illicit drugs in our society.

I do have a prepared statement to make which I would like to summarize. We may be losing the most important battle in the war against drug abuse in this country.

While we must continue the fight on all fronts: Against the street and schoolyard pushers; against the producers in faraway jungles; and against all the criminals who are getting rich from the devastation of the lives of millions of Americans; the war will not be won until we have destroyed the market for illicit drugs in America.

A first step in destroying that market is to help America's children learn and understand the awful devastation that results from drug abuse. We must provide our youngsters with this knowledge and with the training to combat the kinds of pressures that lead them to experiment with drugs.

We cannot start too early in our children's lives the education they must have to face and reject the lure of illicit drugs. None of us would stand idly by as an unwary child experiments with fire; just as the toddler learns that fire burns and its pain is agonizing, our children must learn the dreadful results of drug abuse.

During the weeks ahead, the President and Congress will be focusing on a national drug policy and programs to implement that policy. We will be hearing from dedicated individuals who have been in the trenches of the war on drugs; we must be prepared to hear some things that are alarming and unpleasant.

But we must face those facts, and then we must act with skill and determination to confront and eradicate this terrible threat to our children's and our Nation's future.

From the individual family to the Federal Government, every sector of our society has an important role to play in the war to protect our children's futures. But no entity has a more important role than our schools and our children's dedicated teachers who are frequently the most influential factor in a child's life.

As bleak as the outlook is on the drug war, there are some bright spots; some promising programs that have addressed the problem at its most basic level, in our early school-age children.

I am proud that one of these bright spots is Project STAR in my hometown of Kansas City, MO. STAR, which stands for Students Taught Awareness and Resistance, is working with and in community schools to teach children to resist drugs. The program works with children from all social, economic, and racial backgrounds.

STAR is unique in other ways as well. It has been sponsored and generously funded by Ewing and Muriel Kauffman, owners of Marion Laboratories and the Kansas City Royals. Through their leadership, all sectors of the community are working with STAR to make it work for our children.

While I believe the Federal Government must take a leading role in the war on drugs, STAR represents the positive and creative energy that the private sector can bring to the fight. I encourage my colleagues to study the STAR Program carefully to see what model it can provide as we begin our battle plan against drugs.

I am pleased to introduce to my colleagues Dr. Calvin C. Cormack, executive director of Project STAR following a 23-year career in public education. His extensive career in education includes classroom teaching, 7 years as a senior high school principal, and most recently he served as associate superintendent of one of the largest school districts in the Metropolitan Kansas City area. Dr. Cormack is joined by Mr. and Mrs. Kauffman.

Dr. Cormack, welcome to this hearing. We are all looking forward to your comments.

Chairman HAWKINS. The policy statement of the Chair, as well as that of other members will, without objection, be made a part of the record at this point.

[Prepared statements of Hon. Pat Williams and Hon. E. Thomas Coleman follow:]

PREPARED STATEMENT OF HON. PAT WILLIAMS, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MONTANA

As Chairman of the Subcommittee on Select Education with jurisdiction over alcohol and drug abuse education programs, I look forward to working with the Full Committee in enhancing the Federal role in addressing the problem of substance abuse among our young.

Let me state out front my position that education alone is not the answer to substance abuse among our young. But, it is time that we recognized that substance abuse prevention and education programs must constitute an essential component of any solution to the substance abuse problem that is afflicting our country.

The statistics of substance abuse are

alarming. A University of Michigan team, sponsored by the National Institute on Drug Abuse, recently found that:

--Nearly two-thirds of all high school seniors reported illicit drug use;

--55% of seniors reported using marijuana in their lifetime and 40% of seniors reported using drugs other than marijuana;

--28% used stimulants; 16% used cocaine; 12% used tranquilizers; 13% used sedatives; 13% used hallucinogens; 19% used inhalants; and 1.3% used heroin.

Moreover, nearly all high school seniors indicated they had tried alcohol. In fact, Kurt Alme from Miles City, Montana (my home state), the Nation's most outstanding student leader in 1985 as chosen by the National Association of Secondary School Principals, reports alcohol abuse as one of the most disturbing and widespread problems in the schools.

"Everywhere you look there's liquor. There are a lot of kids who show up drunk after lunch or sneak a drink between classes. The problem is widespread."

In a survey conducted by Terry Borton, editor-in-chief of the Weekly Reader found that about a third of the fourth graders responding to a recent survey said drinking beer or liquor is a "big problem" among their age group.

But substance abuse is more than statistics. Abusers are more likely to drop-out of school; they are more likely to commit suicide; they are more likely to run afoul of the law; they are more likely to have destructive relationships with family members and others.

Researchers, teachers, parents, counselors, and young people who are concerned with the problem of substance abuse have identified an important part of the answer to the problem--comprehsensive drug abuse prevention and education programs.

What is the Federal government doing to facilitate the development and implementation of such programs? The shocking answer is almost nothing. Under the Reagan Administration, the Department of Education is spending only $3 million for drug education programs nationwide out of a total federal budget for education of $18 billion.

Where are our priorities?

PREPARED STATEMENT OF HON. E. THOMAS COLEMAN, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF MISSOURI

We may be losing the most important battle in the war against drug abuse in this country. That is the battle for the future of our nation's youngest school-age children.

While we must continue the fight on all fronts -- against the street and schoolyard pushers; against the producers in faraway jungles; and against all the criminals who are getting rich from the devastation of the lives of millions of Americans -- the war will not be won until we have destroyed the market for illicit drugs right here in America.

We will destroy that market when America's children learn and understand the awful devastation that results from drug abuse. We must equip our youngsters with this knowledge and with the training to combat the kinds of pressures that lead them to experiment with drugs.

We cannot start too early in our children's lives the education they must have in order to face and reject the lure of illicit drugs. None of us would stand idly by as an unwary child experiments with fire; just as the toddler learns that fire burns and its pain is agonizing, our children must learn early the dreadful results of drug abuse.

During the weeks ahead, the President and Congress will be focusing on a national drug policy and programs to implement that policy. We will be hearing from dedicated individuals who have been in the trenches of the war on drugs; we must be prepared to hear some things that are alarming and unpleasant. But we must face those facts, and then we must act with skill and determination to confront and eradicate this terrible threat to our children's and our nation's future.

From the individual family to the federal government, every sector of our society has a critical role to play in the war to protect our children's futures. But no entity has a more critical role than our schools and the dedicated teachers who are frequently the most influential factors in children's lives.

As bleak as the outlook is on the drug war, there are some bright spots; some promising programs that have attacked the problem at its most basic level in our early school-age children.

I am proud that one of these bright spots is Project STAR in my hometown of Kansas City, Missouri. STAR, which stands for Students Taught Awareness and Resistance, is working with and in community schools to teach children to resist drugs. It is working with children from all social, economic, and racial groups.

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Marion Laboratories and the Kansas City Royals. Through their leadership, all facets of the community are working with STAR to make it work for our children.

While I believe the federal government must take a leading role in the war on drugs, STAR represents the positive and creative energy that the private sector can bring to the fight. I encourage my colleagues to study the STAR program carefully to see what model it can provide as we blueprint our battle plan against drugs.

I am pleased to introduce to my colleagues, Dr. Calvin C. Cormack, head of the STAR program in Kansas City. Dr.Cormack joined Mr. and Mrs. Kauffman and Marion Laboratories, Inc., as Executive director of Project STAR following a 23-year career in public education. His extensive career in education includes classroom teaching, seven years as a senior high school principal and most recently he served as associate superintendent of one of the larger school districts in the metropolitan Kansas City area.

Dr. Cormack, welcome to this hearing. We are all looking forward to your comments.

Chairman **Hawkins**. To introduce our first witness today, I have the distinct pleasure of calling on one of the members of this committee, Mr. Atkins of Massachusetts.

The other witnesses from the State of Massachusetts would include Mr. Stephen Rosenfeld, Governor's chief legal counsel; Mr. M.L. Carr, former Boston Celtic, representative Pat Purcell, publisher of the Boston Herald; Mr. Charles Barry, secretary of public safety; Mr. Thomas Cullen, superintendent of Blackstone Millville Schools; Liz Walker, anchorwoman of WBZ-TV, and "Barry," teenage recovering drug abuser.

At this time, the Chair recognizes Mr. Atkins.

Mr. **Atkins**. Thank you very much, Mr. Chairman.

It is with great pleasure and pride that I welcome Massachusetts Gov. Michael S. Dukakis and his panel here to speak on the tremendous success that we have had in Massachusetts with the Governor's Alliance Against Drugs.

Mr. Chairman, this alliance was started in 1984, as a result of a survey that was conducted by the Governor's office of 5,000 9th through 12th graders, the results of which were startling to many of us in the State.

One of the figures that struck me was that 28 percent of the students that were surveyed reported using illicit drugs at age 12 or younger.

As a result of that survey and the community interest generated by it, the Governor founded the Alliance Against Drugs, and really, Mr. Chairman, gives us a model for the kinds of things that could happen in other States.

We have brought together every facet of State government to work in close cooperation with the Federal Government, along with State and local entities, the private sector, the media, and sports and athletic figures.

Since its inception, the alliance has grown from a membership of 18 communities to over 200 today.

Particularly significant about the alliance is the way it has addressed some of the problems that are just being raised at the Federal level, such as aggressive drug treatment programs, drug screening, and the violation of an individual's civil liberties.

In Massachusetts, we have not had any of those problems. We have been able to successfully work out a program of memorandum of understanding between the local police departments and the schools, and have gotten unprecedented cooperation. The memorandum of understanding has been a central part of this program.

We have also been able to successfully integrate this program into school discipline codes. It is very clear that the program has captured the hearts and the minds of not only Massachusetts students, but their parents.

I would like to site three of the panel members who have done a tremendous job. The first, M.L. Carr, who did so much to excite Celtics fans during their two championships that he was with them, has done the functional equivalent of swinging his towel over his head as he did with the Celtics for students.

Representing the media, we have Liz Walker, new anchor for WBZ-TV in Boston, and Pat Purcell, publisher of the Boston Herald. They have both worked to end the double standard that we have seen in the media. On the one hand, the media offers an official reprimand and expresses concerns about drug abuse. Yet on the other hand, there is content in the media that glamorizes drug abuse. Ms. Walker and Mr. Purcell have led an effort on the part of the media to deliver the one clear message to our children: drugs mess you up, and you should have the strength to say no.

So, I am delighted to have this panel here. We can learn a great deal from these people as we embark to establish a strong, effective national drug abuse prevention and education program.

Chairman HAWKINS. Governor Dukakis, we are delighted to have you and your team this morning.

STATEMENTS OF HON. MICHAEL S. DUKAKIS, GOVERNOR, COMMONWEALTH OF MASSACHUSETTS; M.L. CARR, FORMER BOSTON CELTIC; PAT PURCELL, PUBLISHER, BOSTON HERALD; CHARLES BARRY, SECRETARY OF PUBLIC SAFETY; THOMAS CULLEN, SUPERINTENDENT, BLACKSTONE MILLVILLE SCHOOLS; AND BARRY REGAN, TEENAGE RECOVERING DRUG ABUSER

STATEMENT OF HON. MICHAEL S. DUKAKIS

Governor DUKAKIS. Thank you very much for asking us to be with you, and my thanks to Chet for his gracious introduction and his summary of what we have done today. It is a great pleasure to be with this committee this morning with a wonderful group of community leaders who have worked with us to create and implement the Governor's Alliance Against Drugs.

It is a pleasure to be before a committee that you Chair. I want you to know that Massachusetts has met and exceeded the targets of the Humphrey-Hawkins bill. We now have unemployment of 3.7 percent. If they tell you around there they can't do four, send them up north and we will give them a very good example of why the goals, and the aspirations of you, and many of you, are in fact realistic and can be met.

What I would like to do this morning, with the forbearance of the committee, is to take 5 or 6 minutes, give you a general summary of what the Governor's Alliance Against Drugs is, where it started, what we have been doing for the past nearly 2 years and then introduce for a very brief statement a very distinguished panel of people, some of whom you already had introduced to you, who have been deeply involved with us in making all of this work.

Let me say to you at the beginning what should be obvious, this is not an easy problem. Anybody who thinks that a 6 months' public relations campaign is going to solve it is kidding himself.

We know we are in this for the long haul, and if there is one strong message I can deliver to all of you, based on our experience, this has to be a long-term serious, permanent commitment. Anything less than that is not going to work.

It all began back in the spring of 1984, when I was visited by the regional director of the drug enforcement administration in my office.

Two years ago, my secretary of public safety, Charlie Barry brought Bob Stutman, the chief of the New England Drug Enforcement Administration, into my office. I was not prepared for what he was going to tell me.

Had he said that organized crime was behind drug trafficking in Massachusetts or that a major drug ring was operating in one of our major cities, I would not have been surprised. I knew that drug trafficking was a problem in my State as it is in most States.

But what I was not prepared for was what Bob Stutman had to tell me. The victims in our State who were buying millions of dollars worth of drugs were not, he told me, some faceless addicts lurking in the shadows of our central cities. They were our children.

He went on to relate one story to me which had as much impact on me as anything he said to me that morning. He said, "Governor, a few weeks ago, I was at a high school in a suburban community in Metropolitan Boston, and I met a young student, a girl who was walking around the school and who was obviously high at 1 in the afternoon in that high school.

"And I said to her, 'What do you do this for? Why are you doing this?' She said to me, 'Nobody ever told me not to.' " He paused and looked at me and said, "Governor, that is your town's high school. That is the high school your kids have gone to, and you graduated from."

After that conservation, like anybody who does not like to hear bad news, I was somewhat skeptical. Bob Stutman is a very passionate leader in what he is doing, and I wondered if he was exaggerating a little bit of the problem, so we went out and surveyed 5,000 high school kids in our State, probably the broadest survey ever done of drug abuse among teenagers in 73 different public and parochial high schools.

The results of that survey, all of which is contained in the written statement, our survey in 1984 told us that over 90 percent of the high school kids in Massachusetts used drugs or alcohol at least once; that 60 percent of them had used illegal drugs; that 26 percent of our high school students had used cocaine; that 50 percent of our high school students in Massachusetts had begun experimenting with drugs and alcohol from junior high, not high school, in junior high; and that 29 percent of our high school students in Massachusetts had begun using drugs or alcohol at age 12 or younger.

The kids that we surveyed told us that drugs were easily available, that they could buy them on or near their school campuses, and so what the survey did was to confirm in rather stark terms what Bob Stutman told me when he visited me in the spring of 1984, and it was out of those experiences and as a result of that survey that we were determined we were going to do something about it, and it was out of that our alliance was created.

We started the alliance in December 1984, and at that time, we identified 18 communities out of 351 who were willing to admit they had a drug problem. One was Tom Cullen, superintendent of schools, who is with us today, the chairman of our alliance, and so it was in December 1984 that I stood up with 18 rather apprehensive but very gutsy school superintendents and said we were going to do something about it.

That alliance has now grown to over 200 communities. Our goal is to involve and enlist every single one of our 351 cities and towns in Massachusetts in this effort. Without going on at great length, let me tell you quickly how the alliance works, how we proceed with communities as they join the alliance; and share briefly some of the experiences we have had with you.

This problem has to be attacked at the community level with very strong leadership from Governors and from State officials. We begin with the creation of a Community Advisory Council in every single alliance community involving the parents, teachers, students, law enforcement officials, elected political officials, business and labor people, the community leadership.

You have to begin at the community level with a very strong coordinating group. We believe very strongly that drug education in the schools must begin and begin early, and what we are recommending to our community is a K through 12 drug education curriculum.

I can't emphasize that to you too much. If you wait until junior high school, you have lost half of your kids; and youngsters have told me over and over again, in at least 50 school systems I have met with them, the dividing line for many of them is when they cross from elementary to junior high school.

As Barry Regan will tell you, for many, it started even earlier than that. That is an increasing danger, but unless we begin with our kids early and with their parents at a time when parents and youngsters trust each other, are willing to share with each other, it just is not going to work.

Second, there has to be a commitment to a drug-free environment. That means the school discipline codes have to be written or rewritten to lay out in very specific detail what happens when a youngster is using or is under the influence or worse, selling or distributing around the high school campus.

And there has to be a memorandum of understanding between school officials and law enforcement officials as to who is going to do what, under those circumstances.

One of the most difficult areas we faced has been to get school officials and law enforcement officials working together, trusting each other and dividing responsibilities so they know who does what and under what circumstances, and that memorandum of understanding, and we will submit copies of the model that we present to our communities, is a very important part of this.

Finally, and obviously, there has got to be a network of treatment facilities that is available just as soon as we identify a youngster who has a problem, and like most States, we have such a network, but I would suggest to you that they ought to be stronger, better, more extensive, and that is an essential piece of what we are trying to do.

As the President said the other day, we are not trying to throw kids in jail, but we are trying to identify as early as possible serious problems and then to go to work, but to do so in an environment in which everybody understands what the rules are, and everybody understands what we are committed to doing.

Now, how is it going? How well are we doing? I cannot say to you a year and a half after we started this, that I have dramatic evidence of great progress. It is going to take another year or two before we go back out into the field and measure and see what has happened.

The level of awareness, the level of community involvement, the level of commitment, the degree to which people and communities are getting involved has been dramatic.

We have gone from 18 communities to over 200 in a year and a half, and I have no doubt we will be adding dozens and dozens of additional communities in this coming year. There is no question based on our experience with young people in our drunk driving campaigns there will be a strong response, and given our success at working with youngsters in our State on the drunk driving problem, I have no doubt that we are going to be able to make a difference, but if we can work with you, Mr. Chairman, in a shared partnership, and if we can attack this problem for what it is, and I agree with Congressman Coleman, absolutely the single most important domestic issue and challenge we face in this country, I believe we can make enormous progress.

Before introducing the panel, let me just give you my own sense of at least in rough outline of the kind of legislation which you might consider, and which I believe would make sense based on our experience to date in Massachusetts.

I think we have got to attack this problem, Mr. Chairman, the way we have attacked the problems of clear air and clean water. We have to expect the States and Governors to get involved.

I don't think this is something that we can do if the particular State wants to do it. All 50 States have to be involved, and we have got to use the models we have used for attacking serious environmental problems, and that means involving every State with a State plan, with full participation, with gubernatorial accountability, with certain basic Federal guidelines that every State has to conform to, but with a good deal of discretion on the part of the State to go further if they want to, and to fashion solutions which make sense in a particular situation.

It will take some resources. We are already putting in substantial resources at the State and local level, as you know. I understand your budget problems, but you do have one source for funding this program, which is a particularly attractive one, and that is the assets that are forfeited by drug pushers and drug dealers.

Our understanding is, at the present time, there will be in this fiscal year $100 million which will be available from forfeited assets over and above those that are currently being used for administration of DEA, who are shared with State and local officials, and I urge you to look to that source as one substantial source for helping us to finance this effort, but to sum up, if in fact this is the most important single domestic challenge we face in this country, we have got to deal with it as we have with the pollution of our streams and air, and the whole series of problems where the Federal Government, working in close partnership with the States and local communities goes at this, and goes at this aggressively and effectively and does so in a way which not only provides Federal leadership, guidance and Federal resources, but expects the Governors of this country and our respective States and communities to participate fully and actively in this effort.

Now, let me introduce the people that are with me here today, because they can tell you the way we have been able to put our alliance together.

I don't believe I have to introduce M.L. Carr to anybody on this panel, whether you happen to be a Celtics fan or not, but he is not only a great athlete, but a wonderful community leader, and probably the most effective person—I asked him to be my Lieutenant Governor about a year ago, and he turned me down, probably the most effective person I have worked with in a school setting.

I have never worked with anybody who seems to have as much immediate rapport as this young man.

Liz Walker is one of our most popular anchorwomen on Boston television. She is the anchorwoman for the NBC affiliate, WBZ. and she is one of the leading participants in the drug program of the station, principally designed to work with elementary school students and their parents.

I have been at evening meetings with Liz where over 1,000 people have arrived in a crowded auditorium, parents and youngsters anxious and eager to learn, to get guidance, and talk about this problem.

Pat Purcell, he has totally committed his newspaper to this effort, and has already provided us with great leadership and great communication in doing what we are doing.

Barry Regan is a young man from the town of Arlington, MA, who at a very early age, as he will tell you, developed a drug problem. It got worse. He sold and distributed as well as used, but I am happy to see that he is not only straightening out his life, but he has been one of our best young people at going out to other youngsters in the State at the schools and telling them about his experiences.

Charlie Barry is our secretary of public safety, leading law enforcement official in Massachusetts, deeply involved in this effort from the beginning; and Tom Cullen is one of our superintendents of schools, and is the chairman of the Governor's Alliance, and one of the superintendents who was willing to stand up and be counted way back in December 1984, and has been one of the key people in our educational community in helping us to build our alliance.

Let me ask each of them to give you a very brief statement of what they have been doing. Of course, we will be available for questions.

[Prepared statement of Governor Michael S. Dukakis follows:]

PREPARED STATEMENT OF MICHAEL S. DUKAKIS, A GOVERNOR FROM THE COMMONWEALTH OF MASSACHUSETTS

GOOD MORNING, MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE. THANK YOU FOR GIVING ME AND THE MEMBERS OF THE ALLIANCE HERE WITH ME THE OPPORTUNITY TO APPEAR BEFORE YOU.

WE ARE HERE TO OFFER OUR HELP TO YOU AND THE CONGRESS IN WAGING A WINNING BATTLE AGAINST DRUGS. TODAY, IN THE TIME ALLOTTED US WE HAVE TWO MESSAGES FOR YOU. FIRST, WE WANT TO TELL YOU ABOUT THE GOVERNOR'S ALLIANCE AGAINST DRUGS, WHICH WE STARTED IN DECEMBER OF 1984, AND WHICH HAS CAUGHT FIRE IN MASSACHUSETTS. THE SIX PEOPLE HERE WITH ME ARE ALL ACTIVE MEMBERS OF THE ALLIANCE, AND EACH IN HIS OR HER OWN WORDS WILL TELL YOU ABOUT INTO OUR ALLIANCE FROM VERY DIFFERENT PERSPECTIVES.

SECOND, WE SHALL OFFER SOME SUGGESTIONS ON HOW OUR EXPERIENCE CAN HELP SHAPE A NATIONAL PROGRAM THAT ENCOURAGES OUR YOUNGSTERS TO SAY NO TO DRUGS AND ALCOHOL. OUR PROPOSAL, TITLED A NATIONAL ALLIANCE AGAINST DRUGS, IS ALSO ATTACHED TO THIS STATEMENT.

LET ME BEGIN BY TELLING YOU HOW THE ALLIANCE WAS BORN.

HISTORY OF THE ALLIANCE

TWO YEARS AGO, MY SECRETARY OF PUBLIC SAFETY CHARLIE BARRY BROUGHT BOB STUTMAN, THE CHIEF OF THE NEW ENGLAND DRUG ENFORCEMENT ADMINISTRATION, INTO MY OFFICE. I WAS NOT PREPARED FOR WHAT HE WAS GOING TO TELL ME.

HAD HE SAID THAT ORGANIZED CRIME WAS BEHIND DRUG TRAFFICKING IN MASSACHUSETTS OR THAT A MAJOR DRUG RING WAS OPERATING IN ONE OF OUR MAJOR CITIES, I WOULD NOT HAVE BEEN SURPRISED. I KNEW THAT DRUG TRAFFICKING WAS A PROBLEM IN MY STATE AS IT IS IN MOST STATES.

BUT WHAT I WAS NOT PREPARED FOR WAS WHAT BOB STUTMAN HAD TO TELL ME. THE VICTIMS IN OURS STATE WHO WERE BUYING MILLIONS OF DOLLARS WORTH OF DRUGS WERE NOT, HE TOLD ME, SOME FACELESS ADDICTS LURKING IN THE SHADOWS OF OUR CENTRAL CITIES. THEY WERE OUR CHILDREN. DRUGS WERE AVAILABLE TO ALL OF THEM AND MANY OF THEM DIDN'T HAVE THE KNOWLEDGE OR THE ABILITY TO RESIST THE PRESSURE TO EXPERIMENT.

YOUNGSTERS WERE COMING TO SCHOOL HIGH. THEY WERE BUYING THEIR DRUGS IN OR NEAR THEIR SCHOOLS -- OFTEN FROM FELLOW STUDENTS. AND THEY WERE MISSING OUT ON THE VERY OPPORTUNITIES FOR LEARNING AND A BRIGHT FUTURE THAT THE SCHOOLS WERE THERE TO PROVIDE.

BOB STUTMAN TOLD ME SOMETHING ELSE. HE SAID THAT RECENTLY HE HAD MET A GIRL IN A LOCAL SUBURBAN HIGH SCHOOL AT ABOUT ONE IN THE AFTERNOON WHO WAS OBVIOUSLY HIGH ON DRUGS. AND WHEN HE ASKED HERE WHY SHE WAS DOING DRUGS, SHE TOLD HIM, "NO ONE TOLD ME NOT TO." AND THEN HE ADDED, "GOVERNOR, THAT HIGH SCHOOL IS THE ONE IN YOUR TOWN."

I HAD TO WONDER WHETHER IT COULD BE QUITE THIS BAD. I ASKED OUR STATE DEPARTMENT OF PUBLIC HEALTH IN THE FALL OF 1984 TO CONDUCT WHAT I BELIEVE IS THE MOST COMPREHENSIVE SURVEY OF DRUG AND ALCOHOL ABUSE BY HIGH SCHOOL STUDENTS EVER DONE BY ANY STATE IN THE COUNTRY. IT INVOLVED OVER 5,000 STUDENTS IN 73 PUBLIC, PAROCHIAL AND PRIVATE HIGH SCHOOLS.

AND THIS IS WHAT IT TOLD US: OVER 90 PERCENT OF THE HIGH SCHOOL STUDENTS HAD USED ALCOHOL OR DRUGS AT LEAST ONCE; 60 PERCENT OF THEM HAD USED ILLEGAL DRUGS; 26 PERCENT OF THE SENIORS HAD USED COCAINE; 50 PERCENT OF THEM HAD STARTED USING DRUGS OR ALCOHOL IN JUNIOR HIGH SCHOOL, NOT HIGH SCHOOL, AND, INCREDIBLE AS IT SEEMS, TWENTY-NINE PERCENT HAD BEGUN USING DRUGS OR ALCOHOL AT AGE TWELVE OR YOUNGER!

AFTER REVIEWING THE RESULTS OF OUR SURVEY, I DIDN'T NEED ANY MORE EVIDENCE. BUT WHERE TO BEGIN? THE NUMBERS WERE OVERWHELMING, AND WE HAD NO ROADMAP TO SPEAK OF. A STATEWIDE DRUG TASK FORCE OF OVER A HUNDRED TRAINED UNDERCOVER POLICE OFFICERS WAS HARD AT WORK ON THE ENFORCEMENT FRONT. BUT NOBODY IN MASSACHUSETTS, AND VERY FEW LEADERS IN OTHER STATES HAD UNDERTAKEN THE KIND OF TOTALLY COMMITTED, ALL OUT EFFORT ON THE DEMAND SIDE THAT THIS CHALLENGE WOULD REQUIRE.

NOT SURPRISINGLY, HOWEVER, IT WAS THE YOUNG PEOPLE OF MASSACHUSETTS WHO GAVE USE THE INSPIRATION ON HOW TO BEGIN. BECAUSE, STARTING IN THE SPRING OF 1983, I HAD LAUNCHED A STATEWIDE CRACKDOWN ON DRUNK DRIVING AND HAD BEGUN TO GO INTO HIGH SCHOOL AFTER HIGH SCHOOL ACROSS MASSACHUSETTS TO ENCOURAGE OUR YOUNG PEOPLE TO TAKE THE PROBLEM OF DRINKING AND DRIVING SERIOUSLY. THEY HAD RESPONDED MAGNIFICENTLY -- AND DRUNK DRIVING AMONG TEENAGERS IN MASSACHUSETTS HAD DROPPED DRAMATICALLY.

MAYBE, JUST MAYBE, I THOUGHT, WE COULD NOW APPEAL TO OUR YOUNG PEOPLE AND THEIR PARENTS TO DEAL BOLDLY AND FORTHRIGHTLY WITH THE MORE PROFOUND AND FAR MORE DIFFICULT CHALLENGE OF DRUG AND ALCOHOL ABUSE ITSELF.

AND, SO IT WAS THAT ON DECEMBER 5TH, 1984, I ANNOUNCED THE RESULTS OF OUR SURVEY AND STOOD WITH EIGHTEEN SOMEWHAT APPREHENSIVE BUT VERY GUTSY SCHOOL SUPERINTENDENTS FROM ACROSS MASSACHUSETTS AND THEIR STUDENTS TO ANNOUNCE THE FORMATION OF OUR "ALLIANCE AGAINST DRUGS" AND TO INVITE OTHER COMMUNITIES TO JOIN US.

THIS MORNING I WOULD LIKE TO TELL YOU JUST WHAT WE STARTED ON THAT DECEMBER MORNING AND WHAT HAS HAPPENED SINCE.

AS THE FIRST STEP IN THEIR OWN PART OF THE ALLIANCE AGAINST DRUGS, THOSE EIGHTEEN COMMUNITIES -- AND ALL THE CITIES AND TOWNS WHO HAVE BECOME PART OF THE ALLIANCE SINCE THEN -- WERE ASKED TO FOLLOW A SET OF GUIDELINES AND RECOMMENDATIONS DEVELOPED BY A WORKING GROUP OF SOME TWO DOZEN SUPERINTENDENTS, TEACHERS, PARENTS, STUDENTS, LAW ENFORCEMENT OFFICIALS AND HEALTH PROFESSIONALS.

THE FIRST STEP HAD TO BE THE CREATION OF A COMMUNITY ADVISORY GROUP MADE UP OF TEACHERS, STUDENTS, PARENTS AND COMMUNITY HEALTH PROFESSIONALS, POLICE OFFICERS, BUSINESSMEN AND WOMEN, THE CLERGY, AND THE POLITICAL LEADERSHIP OF THE COMMUNITY. THAT GROUP IS CHARGED WITH HELPING THE SUPERINTENDENT OF SCHOOLS ACCOMPLISH FOUR FUNDAMENTAL GOALS:

FIRST, TO MAKE DRUG AND ALCOHOL EDUCATION, COUPLED WITH TEACHER TRAINING, A PART OF THE SCHOOL CURRICULUM BEGINNING AS EARLY AS KINDERGARTEN AND CONTINUING THROUGH HIGH SCHOOL.

SECOND, TO ENSURE THAT PARENTS AND CHILDREN ARE BROUGHT FACE TO FACE WITH THE REALITY OF THE DRUG THREAT WHILE CHILDREN ARE YOUNG ENOUGH TO BE STEERED, WITH THEIR PARENTS' GUIDANCE, IN THE RIGHT DIRECTION.

THIRD, TO DRAFT OR REDRAFT THE SCHOOLS' DISCIPLINE CODES SO THAT THEY DEAL SPECIFICALLY WITH CASES OF DRUG AND ALCOHOL ABUSE AND THE POSSESSION AND SALE OF DRUGS IN AND AROUND SCHOOL. I CAN'T EMPHASIZE THIS POINT TOO STRONGLY. IF THE WORD DOES NOT GO OUT, LOUD AND CLEAR, THAT A COMMUNITY WILL NOT TOLERATE THE SALE OR USE OF DRUGS AND ALCOHOL IN OR NEAR ITS SCHOOLS, THEN WE MIGHT AS WELL FOLD OUR TENT AND GO HOME.

FOURTH, WE HAVE ENCOURAGED AND HELPED EACH COMMUNITY TO DEVELOP AND SIGN A WRITTEN MEMORANDUM OF UNDERSTANDING BETWEEN THE SCHOOL SUPERINTENDENT AND THE LOCAL POLICE CHIEF OUTLINING THE PROCEDURES EACH WILL FOLLOW FOR DEALING WITH STUDENTS CAUGHT USING OR SELLING DRUGS AND SETTING OUT A PROCESS FOR SCHOOL-POLICE COOPERATION ON THESE MATTERS. BUILDING A RELATIONSHIP OF TRUST AND MUTUAL RESPECT BETWEEN OUR LOCAL POLICE AND SCHOOL OFFICIALS IS A VITAL PART OF WHAT OUR ALLIANCE STANDS FOR.

FINALLY, SUPERINTENDENTS, WITH THE HELP OF THEIR ADVISORY GROUPS, ARE ASKED TO IDENTIFY LOCAL COMMUNITY TREATMENT PROGRAMS TO WHICH YOUNGSTERS WITH SERIOUS DRUG AND ALCOHOL PROBLEMS CAN BE REFERRED. TEACHERS AND PARENTS MUST BE ABLE TO SPOT YOUNG PEOPLE WITH DRUG AND ALCOHOL PROBLEMS EARLY AND GET THEM THE HELP THEY NEED.

SINCE THAT FIRST DAY, I'VE MADE DOZENS OF SCHOOL VISITS ACROSS THE STATE ON THE ISSUE OF DRUG AND ALCOHOL ABUSE. AFTER SPEAKING TO THE ENTIRE STUDENT BODY, I HAVE MET PRIVATELY WITH ABOUT 35 YOUNG PEOPLE -- A CROSS-SECTION OF STUDENTS -- TO TALK, AND MOSTLY TO LISTEN. THESE ARE SOME OF THE BEST HOURS I HAVE SPENT AS GOVERNOR.

THESE YOUNGSTERS HAVE ABSOLUTELY CONFIRMED THE RESULTS OF OUR SURVEY. THEY HAVE TOLD ME THAT AS SOON AS THEY GOT INTO JUNIOR HIGH SCHOOL, THEY WERE FACED WITH DRUGS AND ALCOHOL AND WITH THE HEAVY PRESSURE TO EXPERIMENT. THEY SAID, "TELL OUR YOUNGER BROTHERS AND SISTERS WHY THEY SHOULD SAY NO TO DRUGS. GIVE THEM THE INFORMATION THEY NEED TO STAND UP TO THEIR FRIENDS WHEN THEY GET INTO JUNIOR HIGH SCHOOL. TURN THAT NEGATIVE PEER PRESSURE THEY ARE BOUND TO GET INTO AN ATTITUDE THAT SAYS THE COOL THING TO DO IS NOT TO DO DRUGS."

We have taken their advice. The Alliance insists that curriculum begin in elementary school and many of our special programs are geared to elementary school children and their parents -- especially at an age when youngsters and their parents are more likely to be open and trusting with each other.

Since that December day eighteen months ago the Alliance Against Drugs has grown, and grown dramatically. More than 200 communities are now members of the Alliance. With the help of the media, businesses, concerned educators, parents, health and public safety professionals, we in Massachusetts have been able to deal openly and honestly with what may very well be our most important challenge. And now we are well on the road to developing a long-term commitment that we believe can make a real difference.

Here are some of the things we have learned:

First, there must be a long term commitment to this effort. If all we're talking about is a six month P.R. campaign, forget it. In Massachusetts we're planning a five-year program and we'll be monitoring our progress carefully over the next five years -- and beyond as well.

Secondly, we must harness all of the public resources at our disposal. We can't get local community groups to work together if our own agencies -- public health departments, schools, law enforcement agencies -- are working on this problem in a vacuum -- each going its own way, doing its own thing without leadership and coordination at the top.

In Massachusetts it took us a while, but we've learned the value of a coordinated approach. Our Department of Education uses its resources to encourage Alliance communities to plan curricula and to train their teachers. Working right alongside them is the *State Department of Public Health*, which has a unique system of eight regional primary prevention centers which provide teacher and parent training and help schools with program development and peer education programs. And the state's principal law enforcement agency -- *The Executive Office of Public Safety* -- now brings together police and educational and public health professionals for training programs, and it works with school superintendents and local police chiefs to make the Memorandum of Understanding between the schools and the police work and work effectively.

We have also learned that government alone is not going to solve this problem. Drug abuse affects all parts of our society, and the solution can only come through an effort in which all of society's institutions are involved. Nowhere is this more evident than in our work with the media. Shortly after the Alliance was formed, WBZ Television, our NBC affiliate in Boston, agreed to play a key role in the Alliance. We call it "Drugbusters," an effort designed specifically to open up lines of communication between elementary school children and their parents on the topic of drug and alcohol abuse.

WBZ is not alone among Massachusetts media outlets in it commitment to this issue. Earlier this summer *The Boston Herald*, with the leadership and support of its publisher, Pat Purcell, joined the Alliance with its "Say No To Drugs Campaign." And we are already hard at work to help them launch a major public information effort this fall as school opens.

The business community has given much of the financial support necessary to *take on* the problem. To accomplish this we have established the Alliance Fund -- a fund for tax deductible contributions from businesses to finance individual teacher training and educational material for our classrooms.

NEW ENGLAND'S LARGEST FINANCIAL INSTITUTION -- THE BANK OF BOSTON -- WAS THE FIRST TO JOIN. THIS PRIVATE SUPPORT MAKES IT CLEAR THAT WE HAVE A REAL ALLIANCE. ALL OF US HAVE A STAKE IN THIS FIGHT -- AND IN MASSACHUSETTS THAT INCLUDES THE BUSINESS COMMUNITY.

FINALLY, WE ARE FORTUNATE THAT THE ALLIANCE ENJOYS THE SUPPORT OF NOT ONLY OUR MEDIA AND BUSINESS COMMUNITIES BUT OF SOME OF OUR BEST ATHLETES AND SPORTS ORGANIZATIONS AS WELL. FOR EXAMPLE, WHEN FORMER CELTICS STAR M.L. CARR TAKES HIS MESSAGE ABOUT STANDING TALL AGAINST DRUGS TO ELEMENTARY AND HIGH SCHOOLS ACROSS THE STATE, KIDS TUNE IN.

RECENTLY, THE DRUG ENFORCEMENT ADMINISTRATION HAS BEEN LOOKING AT OUR ALLIANCE AS A MODEL THAT OTHER STATES CAN LEARN FROM IN THEIR EFFORTS TO STEM THE DEMAND FOR ILLEGAL DRUGS. THE DEA? SOME MIGHT ASK WHY A LAW ENFORCEMENT AGENCY LIKE THE DEA WANTS TO JOIN WITH EDUCATORS AND HEALTH PROFESSIONALS BY GETTING INVOLVED ON THE "DEMAND SIDE" OF DRUGS. THE FACT IS THAT IT MAKES ALL KINDS OF SENSE FOR THE DEA TO BE INVOLVED. BECAUSE IT IS LAW ENFORCEMENT OFFICERS PARTICULARLY WHO SEE THIS PROBLEM FIRST HAND. AND IT WAS LAW ENFORCEMENT OFFICIALS IN MASSACHUSETTS WHO GAVE REAL IMPETUS TO OUR DRUG PREVENTION EFFORT.

MASSACHUSETTS IS NOT THE ONLY STATE IN THE COUNTRY THAT HAS MADE A COMMITMENT. AND WE CAN, I AM SURE, LEARN MUCH FROM THE WORK AND EXPERIENCE OF OTHER STATES AND OTHER COMMUNITIES.

MOREOVER, THIS IS NOT A PARTISAN ISSUE IN ANY WAY, SHAPE OR FORM. THERE IS NO DEMOCRATIC OR REPUBLICAN WAY TO FIGHT DRUG AND ALCOHOL ABUSE IN THIS COUNTRY. THERE IS ONLY ONE WAY -- THE AMERICAN WAY -- TOGETHER.

OUR PROPOSAL

THE FUNDAMENTAL LESSONS FROM OUR ALLIANCE EXPERIENCE, AND THE EXPERIENCE OF DRUG LAW ENFORCEMENT ALL ACROSS THE COUNTRY, ARE THESE:

FIRST, THE BATTLE AGAINST DRUGS WILL BE WON ONLY WHEN DEMAND IS BROUGHT DOWN;

SECOND, WHEN IT COMES TO REDUCING DEMAND -- WHICH REQUIRES PREVENTION, EDUCATION, AND TREATMENT -- THE STATES HAVE A UNIQUELY EFFECTIVE ROLE TO PLAY;

THIRD, THE CONGRESS HAS EVERY RIGHT TO TRANSFORM THAT ROLE INTO STATE RESPONSIBILITY, WITH THE EXPECTATION THAT ALL 50 STATES -- AND THE LEADERSHIP WITHIN EACH OF THOSE STATES -- WILL RESPOND.

THE STATES CANNOT INTERDICT, NOR CAN THEY TAKE THE INTERNATIONAL INITIATIVE TO CHECK DRUGS IN THEIR SOURCE COUNTRIES. BUT THEY CAN AND SHOULD USE EVERY BIT OF THEIR PRIMARY LOCAL ROLE FOR TO TEACH EVERY YOUNG CITIZEN TO SAY NO TO DRUGS. AND THE CONGRESS SHOULD TAKE WHATEVER STEPS ARE NECESSARY AND PROPER TO SEE THAT THE STATES RESPOND. IF CONGRESS CAN DEMAND THAT THE STATES ACT TO CLEAN UP THE AIR AND THE WATER, WITH FEDERAL MONITORING TO ENSURE THE JOB IS DONE, IT CAN DIRECT THE STATES TO CLEANSE OUR SCHOOLS AND SCHOOLCHILDREN OF DRUGS AND ALCOHOL.

IN OUR VIEW THE CONGRESS CAN PLACE RESPONSIBILITY UPON THE STATES RESPONSIBILITY THROUGH LEGISLATION THAT CONTAINS ESSENTIALLY THREE PARTS:

A. BASIC STATE EFFORT

FIRST, EVERY STATE OUGHT TO BE REQUIRED TO MEET A SET OF GUIDELINES THAT REFLECT A SINCERE AND WELL THOUGHT OUT ATTACK ON DRUG DEMAND. AT A MINIMUM, OUR EXPERIENCE WITH THE ALLIANCE TEACHES US, THESE GUIDELINES MUST INCLUDE THE FOLLOWING PARTS:

-- THE COMMITMENT OF THE STATE'S TOP POLITICAL LEADERSHIP, SINCE THERE IS NO SUBSTITUTE, IN MONEY OR MANPOWER, FOR THE FORCE OF THE GOVERNOR'S SUPPORT WHEN COMMUNITIES ARE COMING TO GRIPS WITH THEIR YOUNG PEOPLE'S DRUG PROBLEMS;

-- CREATION OF COMMUNITY DRUG ADVISORY GROUPS TO HELP THE SCHOOLS ATTACK THE PROBLEM, WITH BROAD MEMBERSHIP INCLUDING LOCAL POLITICAL LEADERS;

-- LOCAL POLICE-SCHOOL COOPERATION, SIMILAR TO OUR MEMORANDUM OF UNDERSTANDING, THAT SPELL OUT HOW BOTH WILL HANDLE CASES OF DRUG POSSESSION AND DRUG DISTRIBUTION IN SCHOOL, TO SHOW THAT POLICE AND SCHOOL OFFICIALS ARE WORKING TOWARD A RELATIONSHIP OF TRUST AND COOPERATION;

-- A PLAN FOR STATEWIDE USE OF SERIOUS DRUG EDUCATION CURRICULA BEGINNING IN KINDERGARTEN AND CONTINUING THROUGH HIGH SCHOOL;

-- WIDESPREAD TEACHER TRAINING IN USE OF DRUG CURRICULUM AND HANDLING OF DRUG PROBLEMS; AND FINALLY

-- A NETWORK OF TREATMENT FACILITIES TO WORK HAND IN HAND WITH PREVENTION EFFORTS.

STATES, OF COURSE, SHOULD BE FREE TO GO BEYOND THESE GUIDELINES, BUT THE MEASURES WE RECOMMEND SHOULD CONSTITUTE THE FLOOR -- THE BASIC EFFORT -- THAT EVERY STATE IS DIRECTED TO EXPEND.

B. Monitoring and Supporting the State Effort -- A Role for DEA

As in the other areas where states are directed to meet their own local responsibilities, the federal government ought to utilize both the carrot and the stick. Federal monitoring is essential. We foresee submission of state plans, to permit federal review and assistance. The Drug Enforcement Administration is one federal agency that may be particularly qualified for this function, since it has been a leader at the federal level in calling for demand reduction efforts, and it possesses a network or regional offices readily available for the monitoring task.

Federal monitoring alone is not enough. There are areas of support which can be substantial, can encourage states to embrace their unique role, and yet by their nature need not involve the federal government in open-ended long-term financing of local functions. I am referring to the basic infrastructure of prevention education -- investment in drug education curriculum, teacher training, and possible treatment as well. These are short-term, largely non-recurring costs, but all the same essential to the states' success. Such support reflects a federal-state partnership, just as in Massachusetts business investment in curricula have molded a partnership between government and the private sector.

C. Drug Forfeiture Monies -- The Vehicle for Federal Support of States

I can think of no better use for the proceeds of drug crime than to support state efforts to reduce drug demand among young people. Currently, these forfeiture monies -- the fruits of successful DEA enforcement -- amount to hundreds of millions

OF DOLLARS. SOME NOW FLOWS TO LAW ENFORCEMENT AGENCIES, BUT MUCH DOES NOT. IT IS OUR ESTIMATE THAT THIS REMAINDER COULD GO A LONG WAY OVER THE NEXT FEW YEARS IN PROVIDING THE CURRICULUM AND TEACHER TRAINING FOR EVERY SCHOOL SYSTEM IN THE COUNTRY. I URGE THIS COMMITTEE TO CONSIDER CHANNELING THESE EXCESS FORFEITURE FUNDS TO THIS IMPORTANT USE.

D. CONCLUSION

YOU ARE WORKING UNDER A TIGHT DEADLINE, BUT THE URGENCY OF THESE PROBLEMS DEMANDS SUCH DEADLINES. IN CLOSING, I WANT TO MAKE CLEAR OUR COMMITMENT TO HELP YOU IN EVERY POSSIBLE WAY TO TURN OUT THE BEST, MOST EFFECTIVE LEGISLATIVE PROGRAM TO COMBAT THE DEMAND FOR DRUGS AND ALCOHOL. LET US WORK TOGETHER IN THE COMING DAYS AND WEEKS. I AM CONFIDENT WE CAN MAKE A REAL AND LASTING IMPACT.

THANK YOU.

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Governor DUKAKIS. Mr. Carr.

STATEMENT OF M.L. CARR

Mr. CARR. My name is M.L. Carr. I am a former professional basketball player for the Boston Celtics, and now I am serving as a goodwill ambassador to the young people of New England for the Bank of Boston.

In both of those capacities, I have developed and devoted a lot of time to working with the youth of New England, specifically of Massachusetts. Because I feel that I have been very lucky on my own, and in my own life, I just feel like I have to give something back to a lot of these kids.

When I was a Celtic, I used to go into the schools and do a lot of things with the youth, talk to the kids. When I retired from the team, I wanted to get involved in something more structured and focused, and I was fortunate in finding the Bank of Boston, a community-minded organization that shared my views, and was willing to put considerable staff and other resources into organizing and managing this outreach program.

Over the last year, I have gone out several times with Governor Dukakis for the Governor's Alliance Against Drugs, and as he just said to you, I have gone out so much, some people think I am running for Lieutenant Governor in Massachusetts.

At the same time, the bank and I have worked to develop, implement the M.L. Carr Challenge, and that challenge is to Stand Tall Against Drugs.

The program is built around visits to middle schools at various locations around the State, and it gives me a chance to bring my own personal message to these youngsters. I give each student a button, a brochure to take home for themselves and their parents, and the school gets a poster with the same message for its classrooms.

Every single thing I say to the kids is something I really believe, I truly believe in it. I really know, and I do know that I enjoy a reputation as a towel-waving, cheerleading team player, but I have been able to take advantage of that image.

My own background as a professional basketball player, I am able to talk to the kids about my own viewpoints. My message is basic: I always tell the kids that they are the winners, that they can do anything that they set out to do, and that the only failure is in not trying.

I tell them to be the best that they can be, and I say this over and over again to them. It is my conviction, which I try to impart to these kids that if you do your best, whether or not it is better than anyone else, then you are developing your own self-esteem, and self-esteem lets you make your own decisions and have confidence in them, and that is what makes you resist peer pressure and say no to drugs.

I don't do a heavy speech on drugs, because I am not a clinician and I don't have the expertise on the subject. What I do is, I have the belief that you can get high on life, on sports, on each other, and not on substances.

This is the way I talk to the kids. Well, of course, I do a lot of talking also, not just about drugs and about self-esteem, but I talk about basketball, my teammates, the teammates on the Boston Celtics, about practice, and teamwork and pressure, because I know that for these kids, this is the one way I can get them to listen.

The sports become a common denominator. I also know how important it is in view of the enormous publicity that is associated with drugs and professional athletics, that sports figures like myself go public and try to be a positive role model for these kids, and encourage these youngsters to Stand Tall Against Drugs.

I feel very strongly that I have made an impact on the kids in the schools I have visited because I am offering a different point of view than some of the other drug awareness programs that they have been accustomed to.

I am taking an upbeat, positive, even sometimes a humorous approach, because basically that is what I am all about.

These days, you will find me waving a towel in school gymnasia across the State of Massachusetts, and the towel is an official banner to tell these kids to stand tall against drugs.

What I am cheering about is the youth of our State and I believe that we can help them stay off of drugs, and make the most out of their lives, make a positive contribution.

We believe, just as the Governor just said, we believe in our youth across the country, not just in Massachusetts, and I think with this, a team effort, we can make it happen. Let me provide you with a copy of the regional press kit that we have on the Stand Tall Program, and give you a little bit more information about what we are doing, and the answers to some of these questions, I can answer some of the questions, but if there are some more in-depth questions you would like to know about the program and the bank's involvement in sponsoring the program, we have with us Mr. Barry Allen sitting behind me, from Corporate Communications, and he can answer some of those questions.

I would like to thank you for giving us the opportunity to come in and be a part of the Governor's Alliance, which I think should and will become a prototype of what drug awareness programs should be across this country.

I thank you.

Chairman **Hawkins**. Governor, who is your next witness?

STATEMENT OF LIZ WALKER

Ms. **Walker**. Good morning, my name is Liz Walker, news anchor for WBZ-TV in Boston. The station is an NBC affiliate owned and operated by Group W Broadcasting, a Westinghouse company.

I am pleased to know that our Government is embarking on a nationwide drive to combat illicit drug use. The drug dealers have preyed on our country's youth for far too long.

In New England, WBZ-TV is stepping beyond its role and responsibility of covering the consequences of substance abuse in its viewing area. Through our public service campaign—For Kids' Sake—my colleagues and I are taking an active role to focus public attention on the opportunities and problems facing today's youth, including drug abuse, and we are getting results.

For one of the most important efforts of the For Kids' Sake campaign, we have teamed up with the Governor's Alliance Against Drugs. Together, we have developed an entertaining, informative community outreach program called Drugbusters. Who are you going to call? Drugbusters.

I invite each of you to join us this fall for one of the Drugbuster presentations. Please consider experiencing first hand the enthusiasm and impact this program is generating in New England.

This unique public-private partnership of a government agency and a TV station has produced a family-based drug education program. Drugbusters has drawn over 12,000 people to school auditoriums throughout eastern and central Massachusetts.

It is sobering to know, however, that the audience consists of fourth, fifth and sixth graders, and their parents. That is right. Fourth, fifth and sixth graders; 10-, 11- and 12-year-olds.

Our goals are simple: One, give kids the courage to say no to drugs; and two, help families begin talking about drug use and the peer pressure surrounding it. Family communication may well be our best weapon in working toward drug-free schools and communities.

The evening presentations feature three skits performed by local actors. The skits focus on peer pressure, drug abuse, and family communication. They rely upon costumes, contemporary music and puppetry to grab the audience's attention and stimulate questions and comments.

For example, the first skit, Monkey See-Monkey Do, features three apes dancing in sequined costumes. They follow the leader until all have smoked, drunk, and staggered offstage. The Monkey Dance, set up as a video, is watched by two puppets representing children. At the end of the dance, one of the child puppets is pressured to smoke marijuana. After she refuses, she says, "I really didn't want to smoke that joint, but I don't want to lose my friends."

A station representative such as myself, and Patrick Hamilton of the Governor's Statewide Anti-Crime Council, move through the audience in between each skit with a microphone to keep the discussion moving along.

We may begin by asking a youngster: What is peer pressure? And follow up with suggestions from other kids on how not to bow to peer pressure. Over 20 presentations have proved the skits can captivate both kids and adults.

Some may call the Drugbuster Program a war against drugs. I believe that the program is better defined as a celebration of communication. We create an upbeat, positive atmosphere, encouraging questions, and plenty of audience participation.

We also give parents and children an experience that can lead to more discussion at home. We recognize that it is not always easy for parents to out of the blue start a conversation about drugs with a youngster.

I believe that any effort to confront drug abuse, whether communitywide or nationwide, must encourage public agencies and private firms to join forces. These partnerships can prove especially successful for public education programs where the media can play a vital role as a participant and not merely as an observer.

WBZ-TV and the alliance have taken the offensive in letting thousands of children know that it is OK to say no to drugs and that they can and should be talking to their parents or other trusted adults about any questions they have about drugs.

However, it is important to emphasize that Drugbusters is proving itself successful as only a first step to promoting family communication as well as resisting peer pressure. I know that the Governor's Alliance Against Drugs is committed to developing other programs which follow up on our Drugbuster project, programs which will continue to help ensure a drug-free future for the youth of Massachusetts.

Quickly, I wanted to say that I always worry about the impact. How long will it be before we see some impact. The other day at the station, I was in the middle of my day, and I got a call from a young man by the name of Timothy.

He wanted me to know that he had been off crack for a month. I first thought, Timothy maybe wanted to be on TV, or Timothy just wanted publicity, and I asked him, "Do you want to be on TV? What is the deal here?"

He said, no, he was aware of our television station's involvement, and the Governor's Alliance, the Drugbusters program, though he didn't say he had been at one of the schools and he had been fighting real hard to get off crack. He sounded young. He wouldn't give me any information, a phone number, but he wanted somebody to know for the record, that he was trying.

As long as there is a Timothy out there, and I truly believe that Timothy was honest when he said he was trying, I've got to believe that this has some impact, and I am very proud to be a part of the Governor's Alliance.

Thank you.

Chairman **HAWKINS**. Thank you, Ms. Walker.

STATEMENT OF PAT PURCELL

Mr. **PURCELL**. I am Pat Purcell, publisher of the Boston Herald, owned by Murdoch News Corp., and has been for the last 3½ years.

Back in January, we all know the situation with the Patriots, and the publicity associated in surrounding the situation that they encountered with drug involvement.

In addition, the statistics which the Governor has cited with respect to drug use via children, the high correlation between violent crime and drug use in the State of Massachusetts, which depending upon your definition of violent crime, can range anywhere from 60 to 80 percent.

The situation in the Boston public schools, wherein 43 percent of those students drop out before they finish. The publicity surrounding drug use by the idols of our teenagers today, the athletes, the rock stars, all of these factors contributed to our decision to become involved in this particular program.

I simply made up my mind that we had to do something about it, that the media in so many different ways can influence public policy. Why can't we do something to really help society, and as a result we launched our say-no-to-drugs campaign.

Immediately, we launched a weekly column which focuses on various aspects of drug use, how parents can help themselves become aware of drug problems and their families, how kids can read about other kids with the same problem, and in meeting with various people who are involved or have been involved over the past 20 years in drug programs, the thing that came through loud and clear was the fact that they have been working and struggling in obscurity for so long, the media had ignored their efforts and something had to be done about it, and one of the most important things that they needed was communication, a heightened awareness of the problem.

That is what we hope to be able to provide. Through these columns each week, we hope to heighten that awareness. We are going to launch a major effort starting in September which will first focus on the problem in the Boston public schools, which will touch on the problem of drug abuse in our schools, and we will host a seminar in one of the Boston junior high schools which we hope to have someone like M.L. Carr to make an appearance and say no to drugs, and we will host a program with the Bank of Boston and channel 5 dealing with a child's drug problem from a parent's point of view. That same week, in September, there will be two pages in the paper every day to really heighten the awareness of the drug problem, and what to do about it.

From that point on, we will continue with a series of articles each week, and form a speaker's bureau, and I have personally contacted the presidents and managers of the various pro teams in Boston and obtained the approval of these people to recruit stars from their teams to do work similar to M.L. and Liz and channel 5, these people can't do it all on their own, and we need to spread the word faster and wider, and through these kinds of seminars with these celebrities, we will be able to heighten the awareness and make an impact hopefully.

We look forward to a spring festival to bring together as many as possible with the various groups dealing with the aspects of the drug program, and this will be a drug-free day, alcohol-free day hosted in the spring and parents and children, anyone interested in learning more about drugs and their effects will be able to come and visit free of charge and be able to pick up information about drugs, how to say no to it.

Furthermore, we will run and produce public service announcements in connection with the other channels in Boston and be able to keep that awareness going. I would like to add here that I think the unique thing about Massachusetts is the spirit of cooperation that exists among the various people in the media.

We have been working with channel 4, channel 5, channel 7 in support of the Genesis Fund. We looked forward to doing similar types of things with the war against drugs, where we can all participate collectively, irrespective of our own individuals goals, and work collectively toward this common goal, and hopefully we can have an impact to help eradicate drugs from our State and society.

Thank you.

[Prepared statement of Patrick Purcell follows:]

PREPARED STATEMENT OF PATRICK PURCELL, PUBLISHER, THE BOSTON HERALD

That drug abuse is a national crisis is abundantly clear. The economic impact runs into the billions of dollars. The cost to human lives is inestimable. And all too many of the victims are young people.

In Massachusetts alone, 60 percent of violent crime is linked to drug use. In Boston, the statistics are even more alarming: the correlation between drug abuse and major crimes is 81 percent.

Boston also has the nation's highest high school drop out rate among major U.S. cities. Experts say there is a definite connection between the drop out rate and drug use.

All of these statistics shocked us. We reached the conclusion that we have a moral obligation to our community and our country to play an active role in ridding the drug menace from our society.

As a daily newspaper in a large metropolitan area, we found ourselves in a unique position to lend support to the statewide Alliance Against Drugs. Through newspaper columns and feature stories, we are able to reach millions of people--both kids and their parents--and warn them about the dangers of drugs.

The Boston Herald launched "Say No To Drugs" earlier this year. The program embraces a number of key elements including an in-paper campaign. Part of the in-paper campaign involves a regular, weekly column that contains advice for kids and their parents on the harmful effects of drugs and provides useful tips on how to stay drug-free. Besides the column there are feature stories on organizations that offer counseling services for drug users.

Another major element of "Say No To Drugs" is a speakers bureau whose members visit school to warn students about drugs. Many of the people in the bureau are professional athletes who were drug users. Their tragic stories have an immediate and, hopefully, lasting effect on the students.

The program also features a billboard atop the Herald which proclaims "Say No To Drugs" and is visible to hundreds of thousands of motorists who daily ride by the newspaper.

We invite other members of the media--both in New England and throughout the country--to join our ranks.

I believe firmly that other newspapers in other states can take an active role, such as the kind we have, and form a national network to combat drug abuse.

We in the media need to meet this challenge head-on. By joining together in a united effort we can send out a powerful message that drug abuse must be eliminated.

STATEMENT OF BARRY REGAN

Mr. REGAN. My name is Barry Regan, a 16-year-old from Arlington, MA. I began using alcohol in part at age 10. By age 12, I was into a variety of other drugs, such as alcohol, pot, mescaline, speed, cocaine, and other drugs, when they were made available to me.

When I was in elementary school, there was only a few kids like me that were using drugs, but by the age of 13, in junior high school, there was many more kids like me that were using drugs and also dealing, and I noticed that in the school that teachers weren't doing anything about what was going on in the schools, and I myself, from ages 12 to 15, I was arrested four times for crimes I committed and placed in a detox center for 7 weeks, which didn't help me.

The only thing that I could do was get high. That is what I wanted to do, and from that point on, I had a—at age 12—I had a $100-a-week habit, and by age 15, I had a $400-a-week habit.

I went to Shelter Care, it is a detention center for youth, I was introduced to the Kids Care Program, which works closely with the Governor's Alliance Against Drugs, and I feel has made a real incredible impact on the kids and the youth in the school today, and I believe that, from my own experience, that the things that could help students in school is like Governor Dukakis said, is earlier programing for the youth, in earlier grades, and also have more teachers that are aware of the problems in schools and how to be able to spot the kids that are on drugs, help them, work with them and also kids helping kids.

I believe that is the most important thing.

Thank you.

[Prepared statement of Barry Regan follows:]

Prepared Statement of Barry Regan, Teenage Recovering Drug Abuser

Mr. Chairman, and members of the Committee, I want to thank you for giving me the opportunity to testify here today and tell you my story.

My name is Barry Regan. I am 16 years old and I live in Arlington, Massachusetts.

I began using alcohol and marijuana at age ten, while I was in the fifth grade. I was able to purchase the marijuana from a fifteen year old kid in my neighborhood. By age 12, I was a regular user of alcohol, marijuana, speed, cocaine, mescaline and L.S.D., when I could get it. I was spending about $100.00 a week on drugs.

In elementary school only a few of my classmates were drug users, but by the time I got to junior high school, at age 13, I had plenty of company as drug and alcohol use was common among my peers.

It was in junior high school that drug use became more than an after-school activity. I began to use drugs during school hours and soon I was high while attending classes on a regular basis. By the time I was fifteen, I was spending $400.00 a week on drugs, and dealing drugs at school to pay for it.

During this time, I also began to mix drugs with crime on occasion. You should understand that I was never arrested on a drug charge and money to buy drugs was never a motive but sometimes when I was high, I would get into trouble - sometimes just for the added thrill of it.

Between the ages of twelve and fifteen, I was arrested on four occasions. I was always high when I committed a crime and the last time that I was arrested, I blacked out and still don't remember what happened.

After my fourth arrest, I spent seven weeks in a detox center - but that did not help me.

I then spent two months at a Department of Youth Services pre-trial detention center, and one month at the DYS Forestry Camp where I completed a Homeward Bound Program.

While at the DYS detention Center, I got involved in Narcotics Anonymous and KIDS CARE, a self help and peer support group, and that is what made the difference for me. In recent months, I have been part of a group of teenagers that go out to speak to high school kids throughout Massachusetts on the hazards of drug and alcohol use. We speak to them as peers with first-hand experience.

In September, I will be enrolled in the Minute-Man Vocational Technical High School in Lexington, where I will study to become a electrician. I hope to continue to remain involved in the KIDS CARE Program. I am very fortunate, but I would like to tell you from my own experience, that what could have made a difference for me earlier in my life and for a lot of other kids too, is:

- more drug education in our schools, especially in the early grades;
- better trained teachers - able to detect and deal with kids on drugs;
- programs for young people that create positive, drug free, peer pressure like the KIDS CARE Program at DYS; and
- programs where kids can go to help kick a habit.

Thank you.

Chairman HAWKINS. Thank you.

STATEMENT OF CHARLES BARRY

Mr. BARRY. Mr. Chairman, members of the committee, for the record, my name is Charles Barry, Secretary of Public Safety for the Commonwealth of Massachusetts.

As a law enforcement person with 38 years' experience, about 20 of those years working nights in the streets of various parts of a large city, I know that the war on drugs needs street arrests of those people that possess and sell drugs.

We should do more of that and we can, because we are improving and getting better in our efforts on the streets. I know that the war on drugs needs large and small seizures of illegal drugs before they get to the streets. We should and will do more of this.

I know that the evil people who plan the growth and distribution of drugs and those evil people who derive huge amounts of money from the destruction of human bodies should be arrested, prosecuted and jailed for long periods of time if not for most of their entire lives; that the profits, property and possessions should be seized. Yes; these things we should do and we will do more.

But there is one important element that we, the Governor and the law enforcement community in Massachusetts, recognized over 2 years ago that was missing: Prevention through education.

Reducing the demand for these destructive substances. We determined over 2 years ago that this demand had reached down to the level of our grammar schools. We found that there was an acceptance and a status given to youths who used and abused drugs.

We found that parents and teachers despaired as to how to maintain an educational environment in our schoolroom. What the proper method was for managing a situation of drug abuse and drug sales in our schools was not understood or documented.

About 2 years ago, working with many good people, and with the Governor's leadership, the Alliance Against Drugs was formed. Law enforcement, school superintendents, teachers, district attorneys, community groups, parents, business people, media, noted sports and athletic figures, all came together under the umbrella of the Governor's Alliance Against Drugs for the one purpose of giving our young people reasons to say no to drugs.

All have a very important role to play, and they have responded with enthusiasm. They know that the need is great. They also know the reward is to save many of our young and old alike.

Until the recent past, we in Massachusetts have not prepared our young people for their first encounter with illegal drugs, which usually happens in the seventh grade. We can and we must do better to prepare them to say no.

We must reverse the peer pressure so that the status is with those who say no. We must reverse the peer pressure so that our youth know and understand that to use drugs is a dumb thing to do. Vigorous enforcement, education using the model, Massachusetts' Alliance Against Drugs, is the beginning battle to win the war on drugs.

Thank you, Mr. Chairman.

Chairman HAWKINS. Mr. Cullen.

STATEMENT OF THOMAS CULLEN

Mr. CULLEN. Mr. Chairman, committee members, and particularly Representative Atkins, always a good friend of schools in Massachusetts. I am Tom Cullen, superintendent of the Blackstone-Millville Regional School District, and chairman of the Governor's Alliance Against Drugs.

As the Governor stated, in December 1984, 18 superintendents stood with the Governor and established the Governor's Alliance Against Drugs. This meeting followed a survey conducted in the fall of 1984, which indicated heavy drug usage among the schoolchildren of Massachusetts.

The Governor saw the education of our children as being the most effective way to prevent the future use of drugs. He felt that the superintendent of schools should be the key person in each community to lead this educational effort.

When we started, Mr. Chairman, it was not popular for a superintendent of schools to admit that his or her school system had a drug problem. Therefore, much of our earlier effort was concentrated on getting everyone to admit that there was a problem, and that the focus to solve this problem should be on the community level.

The Governor's marshalling of many State agencies to provide resources and direction encouraged more than 200 school superintendents to become part of the alliance during the past 18 months.

The focus was to be on solving the problem in each school and community, and in maintaining a healthy learning environment in our schools. In order to do this, each school superintendent worked closely with the local law enforcement people, chaired an advisory committee consisting of parents, teachers, students, et cetera, and those councils would: First, review and update school discipline codes; second, develop a written agreement between school and police officials on procedures to deal with alcohol and drugs found in schools.

You don't realize the number of issues that are taken care of with that particular requirement.

Third, Develop curricula for comprehensive K through 12 alcohol prevention education.

Fourth, Create peer and parent education programs; and (5) provide access to community treatment resources for youngsters with serious substance abuse problems.

Special efforts are being made to develop peer counseling programs in which high school students and athletes, and I emphasize athletes, because even in high school, they frequently are role models and they will work closely with junior high and elementary students.

In addition, a 6-hour parent workshop will be used this year to help parents cope with the problem, which many of them have very little information about, and have a tendency to sweep under the rug in the elementary school because they think it is a high school problem.

While there is a tendency to focus on law enforcement in dealing with this program, the Rand Corp., a California think tank, and law enforcement officials themselves realize that only 15 to 20 percent of the problem can be handled through law enforcement.

The other 80 to 85 percent must be solved with a preventive education focus which emphasizes education in the elementary schools, peer counseling, and parental education.

The Governor's establishment of partnerships among the State agencies, as well as his efforts with the business community and media, have provided the resources and direction which greatly assist local school superintendents to work with this problem on a local level.

The program used in Massachusetts could be a model for the Nation, and replicated very easily in the other 49 States, as long as each Governor is willing to provide the strong leadership necessary to bring all the elements together.

Because we can't be with our children all the time, we educate our children in the basic lessons of survival, and look both ways before crossing the street, and not to talk to strangers, and for the sake of our future generations, we must educate all our children in the basic lessons about the dangers of drugs and alcohol.

The Federal Government should provide the seed money to the States, so that we can begin to build a generation of children free from dangerous drugs and alcohol, and I thank you, Mr. Chairman.

Chairman HAWKINS. Thank you.

I would like to thank all the witnesses for their presentations. They have been most helpful to the committee.

The fact that this is the Education and Labor Committee makes it rather relevant that your interest and focus on education and the preventive aspect of the problem has in a sense kicked off this activity, and we hope the onslaught which some people refer to as a war, a total commitment, continues.

The Chair would like, first of all, to ask whether or not the memorandum of understanding between the schools and the law enforcement officials is a key part of your alliance? Do you have a copy of that memorandum?

Governor DUKAKIS. The answer to both of those questions is yes, Mr. Chairman. It is, and it must be, and it has to be in the context of a school discipline code, which lays out in very specific detail what happens when drugs are found or sold and distributed in or around the school campus, and we would be happy to provide that memorandum to you.

Chairman HAWKINS. Could we get a little clarification of this school discipline code for the memorandum of understanding, just where does the law enforcement aspect end, and where does the school area begin in this process?

Governor DUKAKIS. Let me ask Secretary Barry to describe not only the memorandum, but how it has worked, and how it is being implemented in the various communities.

Mr. BARRY. In Massachusetts, in some cases for a class A substance, that is an offense for which a person can be arrested.

Chairman HAWKINS. On or off the school grounds?

Mr. BARRY. On or off. There are other quotation marks, crimes by possession of B and C types of substances, and there are some circumstnaces under which a principal of a school might want to take action against a person who possesses a large amount of class A substnces, because quite obviously, that person must be dealing in it, and it is a serious offense, and in a memorandum of understanding, it is clearly spelled out how that takes place, to get in touch with the law enforcement community, that the school nurse is involved, and the way you put the person in a room temporarily until the law enforcement community arrives.

And then there are methods for dealing with a small amount or possession of a small amount of a class C substance, which really is not viewed as a serious offense, but if there is a good home environment there, the recommendation, the process would call for taking that child to the home and explaining to the parents that he had in his possession a small amount of, say, marijuana.

There may be no home environment to which that young student can be taken, and therefore, it is recommended that the District Attorney's Office gets involved. We see if there is a way in which that student, if necessary, could be put into some sort of a program.

It lays out a procedure which tells the schoolroom teacher, this is how you manage a situation where you have a student that is in possession of, or under the influence of narcotic drugs.

Chairman **Hawkins**. I presume that throughout the process, that all other elements of government are safeguarded?

Mr. **Barry**. Absolutely. We have had the guidance of the Governor's Chief Legal Counsel, who is with us here today, and has been with us when we were drafting this program, and we are very, very sensitive to the due process, and the rights of the individual.

That is even more important that that be documented, so that the teacher, the principal, and the law enforcement community understand the correct method in managing one of these situations.

Chairman **Hawkins**. Mrs. Walker, may I ask you, at what age or grade level was the program that you mentioned involved?

Ms. **Walker**. We talk to students in the fourth grade, the lowest grade we reached.

Chairman **Hawkins**. The lowest grade?

Ms. **Walker**. And fourth, fifth, and sixth grades.

Chairman **Hawkins**. You recommend that that be the age group that the formal programs should begin?

Ms. **Walker**. At least.

Governor **Dukakis**. Mr. Chairman, may I comment on that? Although I think our experience has been—and remember that we have got some very busy television personalities who are doing this with us, we are probably likely to attract parents of youngsters in the fourth, fifth, and sixth grades, the alliance is committed to a K through 12 program.

We have a model program, beginning this in kindergarten. What you teach in kindergarten is not what you will teach in the sixth grade, but the value of what Liz does with her colleagues, by the time youngsters are in the fourth and fifth grades, both they and their parents are getting very much aware of what is going on, and that is why we have been able to attract so much interest.

From the moment a youngster enters the school system, there has to be an ongoing, permanent curriculum which raises an awareness and creates an environment for a drug-free education.

Chairman **Hawkins**. Governor, is the alliance concept that you have used present in any of the other States?

Governor **Dukakis**. I am not familiar with everything that is happening in the other States, though there are some very good things happening both at the local level and at the State level. What may be unique about the alliance, it is total, comprehensive, and it started in the Governor's Office, and I can't emphasize to you too much, I have talked to some of my colleagues already, Governors have to be held accountable.

We have to have a good deal of the responsibility placed on our shoulders. You have to expect of us the kind of leadership that marshals resources and brings people together.

Chairman **Hawkins**. Is there any way that we can encourage it?

Governor **Dukakis**. I would go beyond encouraging it, Mr. Chairman. When we woke up to the fact in the late sixties, early seventies, we were breathing polluted air, and our lakes and streams were rapidly becoming sewers, none of you in the Congress came to us and said, "Well, would you permit us to take action?"

I mean, you saw a national imperative in cleaning up our environment, and you laid out some rather clear guidelines, expectations and said, we are going to put up some money, but you are going to have to put up some money, too.

I would urge you to, in laying out the guidelines for the kind of State plan that we ought to have in every State, to give us some degree of flexibility to tailor the details of the programs to our particular needs, but if this is as important as we all think it is, then I think this has to be more than an invitation.

You have to expect the States to participate actively under at least a set of broad guidelines that all of us are required to follow, and are expected to follow.

Chairman **Hawkins**. Do you think financial incentive would be a part of that encouragement to the States, and if so, do you believe most States would be willing to assume the costs?

Governor **Dukakis**. The answer to that question is yes. We are not talking about vast sums of money here. We estimate that in order to provide the necessary teacher training, curriculum materials and generally develop the hardware for this program, we are talking about $5 a student, roughly.

In my State, with about 900,000 students, we are talking about $4.5 million in largely one-time costs for the material, and the basic infrastructure of the program.

Obviously, if we go beyond that, as I hope we will, to provide treatment facilities, and these kinds of things, you are talking about more than just a one-time commitment, but when you look at the extent and size of the kinds of forfeited assets that we are now seeing as a result of a stepped-up national enforcement program, there is a rather substantial pool of resources available.

I like the idea of making drug dealers pay for this, so I would strongly urge you to look to that as a very sensible and effective way of financing this effort.

Our estimate is about $5 a student for what I have called the basic hardware, largely one-time costs.

Chairman **Hawkins**. Thank you.

Mr. Coleman? The Chair will try to enforce the 5-minute rule in the proceedings today.

Mr. COLEMAN. I thank all of you for your testimony. Perhaps everyone could keep responses to my questions brief, because I have a lot of questions about this.

Governor, back to 1984, when you and your assistants were trying to structure a war on drugs in Massachusetts, was there some place that you could turn to to find out what was being done in the field, what was the experience of other States or localities to draw on, or do you feel that that is something we might want to incorporate in our suggestions, and our program and package here, is to have a national clearinghouse so that your exemplary model could be used and copied throughout the Nation?

What did you do? Were you one of the first to invent the wheel?

Governor DUKAKIS. We were one of the first at the State level, and there was no road map as to what to do on a statewide basis. We did have some apparently effective models at the local level, and Tom's was one of them, just beginning in his community.

I would guess maybe what, Tom, a half a dozen communities across the State that had put together programs of one kind or another, which seemed to be having some impact, and those were really our models.

We had nothing to help us on a statewide basis. I would not only suggest that there should be, and must be a clearinghouse at the national level, but I would urge the Congress in drafting this legislation to see if you can incorporate in it the best experiences of all of the States and communities, in a set of guidelines which you expect us to follow.

Mr. COLEMAN. I notice that you have a State superintendent of schools, or how is your system structured?

Governor DUKAKIS. We have a State commissioner of education, who, with his department, is an important part of this, but this is operated out of the Governor's office.

Mr. COLEMAN. If we were to construct a Federal program to provide grant assistance to your State, would you feel it would be important to go through that State superintendent's office first, and then to the local school districts, or prefer another administration?

Governor DUKAKIS. I would start with the Governor. I think you have to hold us accountable as you do, whether it is under environmental legislation, or any other major legislation.

That does not mean that the principal State school officers should not be involved. In our State, he and his department must play a key role, and they do, but if we are serious about this, I would hold and expect the Governors to be accountable and responsible for this.

Mr. COLEMAN. Is the State school superintendent an elected official?

Governor DUKAKIS. No; he is not. He is appointed by a board of education, appointed by me.

Mr. COLEMAN. I wonder how many resources the local school districts are using? My impression is that there are not that many dollars being spent. I wonder if the school superintendent could comment not just in his experience, but in general in your State, about the resources being spend on drug prevention?

Mr. CULLEN. There is a limited amount of resources out there, and with the crunch in other educational priorities, computers, whatever, but one of the key things is to get the proper attitudinal frame in a community and in our particular State, the prevention centers, there are eight, and they handle a lot of the teacher training which is a very key aspect.

No need to buy curriculum materials unless you train your teachers to use them properly.

Mr. COLEMAN. The resources come out of the Governor's budget?

Mr. CULLEN. Correct.

Mr. COLEMAN. Mr. Cullen, you mentioned that you believe that the Federal Government should provide seed money. Do you suggest a matching fund where the State would put up *x* percent? Seed money seems a small amount compared to the total expenditure.

The Governor may also want to comment.

Mr. CULLEN. I believe in matching grants, because I believe everybody should share in this problem. Having the full amount by the State or Federal Government does not get the commitment from the locals which you need. I believe in matching grants.

You must funnel that in with curriculum materials, and then this actually should be part of a total health education program which includes things such as suicide, teenage pregnancy, so forth.

So it should be a total educational effort, but the local community should assume its share, and that would be a match grant setup.

Governor DUKAKIS. I would agree with Superintendent Cullen, and simply add that when it comes to resources, most of the State resources in this effort are committed to prevention and treatment, and our network of eight prevention centers, and treatment.

We are spending on alcoholism and drugs, and we are talking about adult treatment as well, $40 million, $7 million which is Federal, and the rest is State.

We are making under the alliance now a large number of relatively small one-time grants to alliance communities, but in every case, although they may not have to match them in a direct dollar-for-dollar sense, we don't make that grant unless we have very strong assurances that that community has got its act together, is an alliance community, and is moving.

Those grants may be as small as a few hundred dollars or several thousand dollars, but thanks to the legislature, we have those resources.

Since Congressman Atkins was the chairman of the Senate Ways and Means Committee in our State legislature, he can probably fill you in on some of the legislative funding initiatives that we now use.

Mr. COLEMAN. One final question for Liz Walker, you mentioned something about a Genesis Fund, or somebody did. Is that a fund to raise from private sources contributions to this effort?

Mr. PURCELL. Private fund to help children with birth defects.

Mr. COLEMAN. It is not necessarily directed toward raising money for the prevention of this problem?

Mr. PURCELL. No, it was separate.

Governor DUKAKIS. We have created already a State fund for tax deductible contributions. The Bank of Boston was one of the first to step up to the plate, and a good many of our one-time grants are being financed out of that fund.

We are encouraging businesses and individuals to contribute, and they have.

Chairman **Hawkins**. Mr. Atkins.

Mr. **Atkins**. Two brief questions to Liz Walker first.

As I am sure you are aware, there are 338 Members of the House that signed a letter to the three TV networks, plus the Cable News Network, encouraging them to start an advertising campaign to discourage illicit drug use, and I am wondering, given the tremendous success that you have had with WBZ, and the For Kids' Sake and the Drugbuster Program, if you have some advice that you care to say publicly to the networks as to how they should proceed with the program, and your sense in general as to the kind of support the networks have been giving to their local affiliates?

Ms. **Walker**. I think the networks should get involved. I don't know what their response has been. The high visibility obviously of people that you see every night on the 6 and 11 news helps you, because we are not the experts on the drug program, but we can attract the crowds and get the attention, so I would certainly hope that those in the networks would do the same things, because obviously, they have that much more impact and visibility.

It also, as has been said earlier, about the media covering stories, responding to the negative impact of this is what happened on the streets today, it kind of balances it out to take an active role in doing something about it.

I hope the networks would get involved. That would be the first step.

Mr. **Atkins**. Were they helpful at all with your efforts, resources? What kind of support did they provide?

Ms. **Walker**. Announcements, 30-second spots that say things about drug programs, but as far as I know, a total effort between Westinghouse Corp., WBZ, and the Governor's Alliance.

Mr. **Purcell**. I can amplify on that a bit. I think the Advertising Council has designated drug abuse as a major part of their effort in the next 3 years, and will kick off in September, Mr. Atkins.

Mr. **Atkins**. Your Alliance Program is a K through 12 program. There has been some discussion by Secretary Bennett, among others, of various measures to do something on the college campuses. I am wondering if you have any thoughts as to expansion on the college campuses of aspects like the concept of the memorandum of understanding to try and achieve a drug-free environment on college campuses as well as elementary and secondary schools?

Governor **Dukakis**. We have not looked at that seriously, Chet, though it is pretty obvious that this is not just a younger person's problem. I am for attempting to help people to live drug-free lives at whatever age, and in whatever environment.

I guess in our case, the absolute urgency of getting into the schools early to see if we could help youngsters before they go down that road compelled this position that we have got, that we would concentrate on our elementary and junior high schools, but it is a good suggestion, and one that as we begin to develop greater and greater capacity to do this, we might well look at it very seriously.

We have not done much in that area at the present time.

Chairman **Hawkins**. Mr. McKernan.

Mr. McKernan. I want to commend you, Governor, on this program. For too long, one of the things we have done is focus solely on the supply side of the problem by looking at enforcement instead of looking at the demand side. We need to also find some way through education to convince young people in America that getting involved in drugs is probably one of the least wise ideas they could come up with.

A poll that you may have seen done in a fourth grade Weekly Reader found that 25 percent of fourth graders felt that they were under peer pressure to try alcohol or marijuana. That is why it is so important that we do begin in the lower grades, as you had the foresight to do in your program.

I also want to commend the chairman for the approach he is taking on drug education legislation, which includes kindergarten and goes through the elementary and secondary schools.

We have to tackle drug abuse at the early stages before it becomes a problem—as Mr. Barry Regan talked about—in the junior high schools.

Aiming at the children is important. Is there anything in your program which also aims at the parents in the community—that also tries to work at the citizenry at large?

Governor Dukakis. We begin with the creation of a community coordinating council, and if you don't involve every single important element in the community, including the elected political leadership of the community, selectmen, mayors, whatever, you are not doing what is essential, so we begin with that community advisory group, though the Superintendent of Schools plays a leading role in organizing it, moving and managing it and directing it, and one of the unique things about the Drugbusters Program, and we could lend you to Maine, don't you get up to Maine?

Mr. McKernan. Especially this time of year.

Governor Dukakis. Focusing in on those elementary school kids and their parents, we are trying to get a dialog going at a time when you know your kids are much more likely to be open, trusting and listening, by the time they get to high school, as we all know, they don't want to tell you, you don't want to hear, and that is generally what happens.

So things like Drugbusters, but the community advisory groups and everything we do at the elementary level are designed to get parents into this process just as early as possible, and to have parents and kids talking with each other in an open and frank and trusting way at a very early age.

Mr. McKernan. Thank you.

Mrs. Walker, one question on the community service aspect of this issue. How much does your station do in addition to working with the Governor's own program?

Ms. Walker. Our station has approached this in a stationwide effort. We have our For Kids' Sake Campaign, which is a stationwide campaign aimed at children, dealing with the questions that children have, the fun they have, everything.

We do public service announcements, news stories, a few stories per month on the subject of drugs. Of course, we cover the Drugbuster on the street. Our Public Affairs Department does For Kids' Sake specials on the issue.

It has been a stationwide effort for the past 1½ years, which has given us kind of—we have the name of a station that is involved. People come to us when they want to discuss these kinds of issues, we have that reputation now, and it has been that way for about 1½ years, since the program started.

Mr. McKERNAN. What role do you think the newspapers can play in terms of increasing awareness at the community level?

Mr. PURCELL. A few things that we have done. We have a billboard on the top of our building which has the slogan, "Say No to Drugs." That is one way to heighten the awareness, but in meetings, the meetings I have had with the various heads of different groups who are outreach groups for people with drug or alcohol problems, the best thing that we can do is give them the publicity, and to write about the services that they provide on an ongoing bases.

These folks have been operating in relative obscurity for so long, that they need to have their name mentioned, they need to get the word out. By recruiting and utilizing notable people, people that are drawing cards, and letting them get involved with these organizations.

By giving them that recognition, then the community hopefully will be able to check these resources, read about it, hear about it on the TV station, and know where to turn, when or perhaps if the occasion arises when they do need help, and you have to keep that awareness up there, and maybe it will make a difference.

Mr. McKERNAN. I appreciate that, and Mr. Carr especially ought to be commended for using his good name in this effort, and my son is going to be thrilled to hear you were here today.

Mr. CARR. We have solicited other professionals at least to lend their support to the program. We have solicited players from other sports, and the Celtics would be involved, and this is something that professional athletes across the country could help you with in the programs that are put together in other States.

We will actively pursue whatever efforts we can to make it happen.

Mr. McKERNAN. Thank you.

Chairman HAWKINS. Mr. Williams.

Mr. WILLIAMS. Thank you, Mr. Chairman.

Because the bells are sounding, and we will have to vote very soon, I will limit myself to just one question. For at least 20 years now, law enforcement officials on both the local, State, and the Federal level have engaged the drug trade, despite arrests by the thousands, jailings, drug busts, border raids, raids on the high seas, helicopters in Central America, and it appears that the States, localities and the Federal Government have been overwhelmed by the magnitude of this problem.

Now, we may not call it defeat, like the World War II general. We may deny that we are retreating, that we are simply advancing in a different direction, but law enforcement officials tell me we have flat lost.

Former law enforcement officials here in the Congress say, we have lost that war. Mr. Barry, you have spent a good bit of time with this. Have we lost?

Mr. BARRY. No; we haven't. We haven't lost. There is no one thing that is going to do the job here. You need, as I said earlier, good vigorous enforcement, but you also need the other ingredients that the Governor is recommending to you that is in the alliance, and that is, to cut down on the demand for these types of drugs.

Another thing, too, is that we are getting better at it, no question about it, but people from my generation just are not that knowledgeable about narcotic drugs.

Alcohol abuse, yes, no question about that. I have often said, my mother could smell a beer on my breath for 200 yards, but whether or not I was snorting coke or taking some other drug, whether they would know about that, I wonder, so in answer to your question, we have not lost.

What we have got to do is increase our efforts out there, and use some of the other methods that are obviously available us.

Mr. WILLIAMS. It may be, Mr. Barry, that because people of your generation and my generation too are so familiar with alcohol and alcohol abuse, because of that, that may be one of the reasons that the younger generation has become accustomed to use of the other drugs.

They have seen us.

Governor DUKAKIS. Let me say if I can also that alcohol is just a drug in liquid form, and my experience, when I do these high school assemblies, I not only usually am at an assembly; but if M.L. and I do it, we will have 35 kids.

These are very open and frank discussions. Kids are not doing drugs and alcohol simultaneously—that the two substances are not used, are used almost interchangeably.

Chairman HAWKINS. A quorum call is pending, and will be followed by possibly three votes. That will involve a matter of 30 minutes or so.

The Chair would like to suggest that we not disadvantage this panel to that extent. They need to get back to Massachusetts to continue their excellent job.

Mrs. Roukema would like to have a question or two. The Chair will recognize Mrs. Roukema, and I will stay with her.

Mrs. ROUKEMA. With that introduction, I feel as though I should have some Earth-shaking commentary or question, and I don't.

Chairman HAWKINS. You certainly should.

Mrs. ROUKEMA. I am going to feel a lot better if I stay here, even missing a possible vote. First, I commend you for the work that you have done.

I am astonished by the length and breadth and depth of what the State of Massachusetts is doing. I don't know if this is a unique program, in terms of its comprehensiveness on a statewide basis, but I have not heard of it before.

At the same time, I have to say, I don't think I am the only one old enough here on this panel to have lived through the first drug revolution as it hit our schools in the 1970's, late sixties and early seventies.

I have a feeling of deja vu. I was a parent of three young children, the oldest was at the vulnerable age. I was also a vice president of the regional board of education when we dealt with the problems of drug education at that time.

Nothing I am about to say should be meant to diminish in any way the work that you are doing, or the work that I expect this committee to do in terms of promoting effective drug education programs, but I have got to say that drug education programs are not unique, not unique in the State of New Jersey.

Dating from the early seventies, we had comprehensive drug education programs and still do, in our schools. I am afraid that while they have done some good, they have not been up to the dimensions of the problem. I guess that is another way of asking Mr. Williams' question, have we failed?

I mean, have we lost the war? But that is not to say that education is not important or not essential. I am just wondering if we are providing the right kind of education, and if engaging the television, engaging the stars, engaging the most up-to-date media techniques should be part of an educational program. We are naive to think only the schools and the teachers can do it. I think that is what you are on to here, and I hope much more of that can be done.

There is good research. Now I am going to get on to my real question. I am glad that we have made progress in one area.

We are no longer timid about calling upon law enforcement agencies to work in our schools. Up until very, very recently, schools were off-limits. I think that was a failure of society, and a failure of the educators, and officials like the Governors and the Boards of Education, so what you are doing in terms of this cooperative effort, schools are not off-bounds to law enforcement officials providing that due process is followed. We have made great progress.

This relates to the educational program as well as the therapeutic programs that you want to expend into. We know that in addition to peer pressure, there are value systems and problems of development of the ego structure, that are very essential in order for students to say no to drugs, or to any other antisocial behavior, and this is where educational programs have failed thus far, because we have failed to recognize the therapeutic, psychological development as a component of the total drug problem.

Students cannot really say no to drugs on their own or to peer pressure. They need some ego strength. They need to feel good about themselves and they have to have a value system, not the Miami Vice.

You are competing with Miami Vice and a lot of other trash on television, quite frankly, and what that says about our society and what we are willing to tolerate is not lost on the young.

Chairman **HAWKINS**. Mrs. Roukema, would you specify to whom are you addressing that profound question?

Mrs. **ROUKEMA**. I admire the Governor tremendously, even though he is a Democrat.

Mr. **DYMALLY**. Mr. Chairman, a question. Do we have time for the Governor to respond adequately?

Chairman **HAWKINS**. Let us have the Governor respond, or if he cares for someone else to?

Governor **DUKAKIS**. Let me try to respond. With all due respect to what everybody was trying to do in the late sixties, early seventies, it was a popgun, a popgun.

In 1984, 1985, I went into my schools assuming that there were comprehensive ongoing education programs, they just didn't exist. I would go into a community, and say, gee, we got a terrific program.

I ask the kids and they say, what program, are you kidding? There is ego development, value systems, so on, but the question is, how do we as a society help those kids to create that.

Unless there is a sense that there is going to be discipline and there are going to be consequences for the action of people, and young people in this context, I don't think the kid will take it seriously, and that is why the memorandum of understanding, school discipline codes, and a clear set of guidelines in and around that school campus as to the consequences of those kids' behavior is essential.

That was not there in the early seventies. I am not one of these people that is out trying to put kids in the can, that is not what we are talking about, but I am saying to you, if youngsters walk into a school environment in which the teachers don't want to hear and don't even know how to handle the thing, there is no discipline code, guidelines are fuzzy at best, in which the school officials don't want to call in the law enforcement people, and that I would suggest to you is far more typical of what is happening in our schools than the contrary, there is no way in the world that we can help our youngsters to create those value systems.

So we have been trying to create an environment in the schools and the community itself, because it is not just a school thing, though schools are critical, in which the value system is the one we would like to create.

This has to go beyond just the notion that once a week, kids are going to look at a movie.

Mrs. ROUKEMA. The Secretary of Education, Bennett, had admonished college and university presidents to write to their students and welcome them back to the campuses, saying, "You are all welcome back, but we are going to have—" he didn't call for crackdowns on drugs, but he said, "We are not going to tolerate and look the other way on the drug problem on our campuses any longer."

I have not seen any great support for Secretary Bennett's recommendations. I have written to my constituents and said I think his recommendations should be followed, and I want you to write to the people who run your schools and colleges and your universities and endorse the Secretary's proposal.

It is very little to do, but it creates the kind of environment that you are talking about, the discipline, and I just commend you for your leadership.

Chairman HAWKINS. Apropos to your statement, you remind me of the fact that the Chair did ask the Secretary of Education to be the first witness at this hearing, but so far he has not appeared before the committee.

Mrs. ROUKEMA. That is unfortunate.

Chairman HAWKINS. I want the record to indicate he was invited to testify.

Governor, we have to vote, and we do not want to disadvantage you. The rest of the panels will be called. We will probably have to have a 10- or 15-minute recess, and may the Chair express the appreciation of the committee for your appearance and the appearances of the other witnesses this morning, and the Chair is very much encouraged.

I know that Senator Humphrey and I years ago set an interim target rate of reducing unemployment to 4 percent or less, and everybody balked. They found excuses, but in Massachusetts, you went ahead and accomplished that much more than we even anticipated, and it shows your courage and your commitment.

And I hope that your ads, the alliance that you have organized, will do equally as well, and we certainly appreciate your appearance.

The committee will be in recess for 15 minutes.

[Recess.]

Chairman HAWKINS. The committee is called to order.

May I ask if any of the witnesses are present? Detective Donald Van Velzer; Carolyn Burns; Dr. Calvin Cormack; and Dr. Barbara Brown Robinson.

Sgt. Donald Van Velzer is from the Los Angeles Police Department, and he will be the first witness to be heard from on this panel. Sergeant, we are delighted to have you as a representative from Los Angeles, and we have two on the committee that are very proud of the splendid work that you have been doing in the project called DARE, and we have heard about it.

The Chair would like to commend you on making what is a sacrifice I know to come so far to testify, and Mr. Dymally and I make that trip constantly, and we know what a tiresome and time-consuming operation it is.

We are glad to have you present this morning. You may proceed.

STATEMENTS OF DETECTIVE DONALD VAN VELZER, LOS ANGELES POLICE DEPARTMENT, PROJECT DARE; CAROLYN BURNS, VICE PRESIDENT, NATIONAL FEDERATION OF PARENTS FOR DRUG FREE YOUTH; DR. CALVIN CORMACK, EXECUTIVE DIRECTOR, STAR, KANSAS CITY, MO; AND DR. BARBARA BROWN ROBINSON, DIRECTOR, ASSOCIATION RELATIONS, AMERICAN ASSOCIATION FOR COUNSELING AND DEVELOPMENT

STATEMENT OF DETECTIVE DONALD VAN VELZER

Mr. VAN VELZER. It is indeed a pleasure to travel to Washington and spread the word of a program that has been a model in Los Angeles since 1983, project DARE, Drug Abuse Resistance Education, and it is a cooperative partnership effort between the Los Angeles Police Department and the Los Angeles Unified School District.

DARE is a curriculum that has been developed and written by Los Angeles Unified School District experts, quickly recognizing that we in law enforcement are not the curriculum experts, but Los Angeles Unified in this endeavor wrote a 17-lesson plan, comprehensive curriculum aimed at fifth and sixth grade children in our city.

It is taught by unarmed uniformed police officers in the classroom on a full-time basis. The officers are assigned five schools per week, the same school every Monday, Tuesday, Wednesday, and so forth, and repeat that cycle for 17 weeks during that semester.

DARE is a primary prevention program, and it was developed after extensive research of a task force comprised of both law enforcement people and educators, and we studied most major drug prevention education programs in existence back in early 1983.

It was clear to us during that research phase that for far too long, we in law enforcement and in education for that matter, had dealt with education on a scare-tactic approach; that is to say, we would teach young children the pharmacology and symptomology of various illicit substances, and we told them marijuana is cannibis sativa.

The active ingredient in marijuana is THC, and we were teaching young children how to get up, down, sideways, and really how to destroy further brain cells. We had to come up with a comprehensive positive program, teach children how to say no, as Congresswoman Roukema alluded to, we must teach them more than just to say no.

We talk about consequences of their actions, and for the purpose of DARE, we regard alcohol and marijuana as the gateway drugs. We talk about the consequences of not using alcohol in the same form as marijuana.

While young people readily recognize that there are negative consequences to abusing those substances, and that there are positive consequences to not indulging in those substances, we move on to peer pressure, and dissect it down into four basic areas:

Friendly pressure, teasing pressure, heavy pressure, and incorrect pressure.

The hallmark of DARE is an enormous amount of role playing by the youngsters in the classroom, so they actually get up and do the role playing in front of their peer group classmates.

Once they are able to recognize peer pressure, we then teach them eight ways to say no to that type of peer pressure that we are going to get, and we have provided what we feel are sixth grade terms the educators have, so that these children understand what we are talking about, if it is merely saying no, thank you, to an offer, walking away, giving somebody the cold shoulder, all those skills that we think sixth graders must employ.

We also feel, as has been alluded to here this morning, it is difficult for children to say no if they don't have a high self-opinion of themselves, so we teach a lesson called self-esteem, and the officer blows up a balloon and he reads a scenario, and as positive things happen to that youngster, the balloon inflates.

The modalities of learning that are inherent in kids, tne kids can visually picture what we are talking about in terms of self-esteem, and we talk about assertiveness, it is very important to say no like you mean it; and passively paw your foot on the ground, not to look the person in the eye; and we give those children the assertiveness training to look a potential dope dealer in the eye and say no, I am not into dope.

We feel the youngsters must recognize what the media is trying to do in commercial television, and we have met with screenwriters and so forth in Los Angeles, to try to write out some of the unnecessary drinking scenarios that we see in some of the TV shows.

They have been somewhat cooperative and have written out of several scripts if it is not germane to the plot those unnecessary drinking scenes, so we talk about media, and what type of approach the advertisers are trying to elicit.

We bring in positive high school role models from the feeder high schools, and they sit down with those youngsters and just exchange in a communication dialog, and what happens in that classroom is remarkable.

The children ask them, positive high school role models, how can I avoid drugs at the junior high school level, and those high school kids that are now in high school and have gone to that school, tell them that they need not to get involved, and to say that you can't avoid it is clearly a copout.

That particular lesson in bringing those high school kids in goes to relieve that myth that the elementary and junior high school children suffer from that everybody at their school is doing drugs.

The fact that those children believe that, we believe to be a serious problem in Los Angeles.

We talk about forming a social support system, and we think that is important to youngsters. They must recognize that they do clearly have a support system, and whether it be a member of the clergy, a parent, relative, school teacher, whomever that might be.

We have instituted a gang pressure lesson in the city of Los Angeles because many of our areas in our city are quite infiltrated with the gang influence, and while we are not going to solve the gang problem in Los Angeles with this lesson, we are going to teach those youngsters what the pressures are, and how gang members recruit other gang members.

We conclude there with a summary and also ask that each youngster write a commitment to themselves about not getting involved in illicit substances, and those commitments are then read at a graduation ceremony that we have at each elementary and junior high school, and they read those in front of their peers, in front of the parents, dignitaries, elected officials that we invite to those culminations; and we think that that really enforces the DARE concept.

I have provided you with a DARE workbook, and the contents is for your edification, benefit. Those are not the work pages we place in for the children.

Why do police officers teach this rather than the classroom teachers, and the teachers in Los Angeles say that they are not equipped to teach this type of curriculum, because they are not sophisticated enough in what is happening on the streets.

Frequently, children will ask a question that is somewhat detailed regarding illicit substances, and the teachers simply don't have that type of information.

Second, the ingredient that the school teachers, board of education and the community alike has enjoyed is having that uniformed police officer teach this curriculum that has been written by educators, it seems to establish almost instant credibility on the behalf of the youngsters.

It is on a semester basis, and I can tell you that we started DARE in 1983 with 10 police officers and we impacted 50 elementary schools, and come this fall, we will have 51 officers committed to DARE, and we will impact 347 elementary schools, 58 junior high schools, and we also conduct parent education nights at each school, at least once a semester, and we have impacted to date about 50,000 parents in our city, and have shown them parenting skills, getting them involved in their child's life, and we think those skills are equally important, as is the curriculum.

We have developed a training course where to date, we have trained 62 other law enforcement agencies in school districts from throughout the country. We just concluded a seminar last week where we had people from Baltimore, MD; Lexington, KY, and numerous other law enforcement agencies from across the country—and Honolulu, HI has adopted DARE and is teaching it to those youngsters over on those islands.

It is being replicated throughout the United States. The request that we have from law enforcement agencies and school districts to attend our training in our city is absolutely overwhelming. We have doubled our training sessions from two to four per year, and I think this partnership that we enjoy between law enforcement and the local school district in our city, they are two very large agencies, is one that should be replicated, and I would encourage the committee, and Mr. Chairman, to encourage other school districts and law enforcement agencies to form similar partnerships.

Chairman HAWKINS. Thank you, Sergeant.

We will listen to the other panelists and then open up the panel to questions.

The next witness is Dr. Calvin Cormack, executive director, STAR, Kansas City, MO. Dr. Cormack, we welcome you.

STATEMENT OF DR. CALVIN CORMACK

Mr. CORMACK. Thank you, Mr. Chairman, and members of the committee. In the interest of time, I am going to ignore the written testimony. You have copies of that, and for a more detailed description of the projects, you can refer to that.

I would, however, like to focus my comments on our experience in the Kansas City area.

My perception is that of implementing a program, a community-based program from the community itself. Before I begin, however, on behalf of Mr. and Mrs. Ewing Kauffman and Marion Laboratories, who are sponsoring this program, I want to extend my appreciation for this opportunity to talk about Project STAR and the way it works in Kansas City, but also the importance of the prevention program.

You are involved in some very momentous deliberations here this week, and subsequent to these discussions, there will be some very significant decisions relating to the so-called war on drugs and alcohol.

We think the attention now being focused on prevention and educational programs is both appropriate and we believe very promising, and because we are involved with a prevention and educational program, we, of course, find that encouraging and are heartened by your efforts, both here in the Congress and the President and his administration's interest and support of prevention as well.

Also, let me briefly qualify my own credentials. I am not coming to you as a prevention or research specialist. My responsibility is implementing a drug and alcohol prevention program.

My professional background and expertise is in the area of public education. Before assuming this position a couple of years ago, I spent some 23 years in public education, first as a classroom teacher, as a senior high school assistant principal, as a senior high school principal, and later as an associate superintendent in one of the larger school districts in the Kansas City metropolitan area.

It was my experience during the seventies as a senior high school principal, a period I like to refer to as a tour of duty, for some 7 years, and it was that experience that influenced my decision to join Mr. Kauffman in this effort.

Project STAR is a primary prevention program, an education effort, but it is more than that. What is significant about Project STAR, it is a communitywide and a community-based program.

It involves, yes, an educational component, a very important one, and we refer to the educational component as the core or the nucleus of the program, but there are some very important components, so in that sense, it is a multidimensional approach to prevention in our community.

The program is based on what we believe is a very sound theory base, and the latest research available to us. The program is also unique, we think, and a unique component of the program is the fact that we have included very comprehensive research and evaluation.

It was not enough to simply begin programming. We want to know what in fact happens as a result of the programming that we are implementing in the Kansas City area.

And I think of interest also to those of you in the Congress is the fact that the program in Kansas City is totally funded from the private sector, and supported—the principal funding is provided by Mr. and Mrs. Kauffman through the Kauffman Foundation, by Marion Laboratories, for whom I and my associates work, and we, of course, have a significant level of involvement in support and encouragement from the Kansas City Royals baseball team.

We see the school-based component as being the core-nucleus of the program.

There is a California connection. The curriculum that we are using in the schools was developed by a team of psychologists at the University of Southern California, and having a little bit of knowledge of the DARE Project in Los Angeles, I note the similarities in the curriculum.

Our curriculum was developed at USC in cooperation with health educators, Los Angeles County Schools, so it is natural that there is a similarity with the DARE Project.

The curriculum is a social skills approach; that is, it follows a social skills model, meaning focus of the training that occurs in the schools is on the social interactions; that is, the social climate in which drug or alcohol decisions, to become involved with those, are made.

The research indicates that the problem we are facing with young people, at the junior high school level, is really not a problem of knowledge. Now, it is true that some of their knowledge is not very sophisticated, but for the most part, young people by the time they enter middle school, most young people recognize that there are significant health, social, legal consequences to drug and alcohol use.

And an encouraging part of that research is the research that indicates that most young people, at the time they enter junior high school—mind you I am saying most, and I recognize that there is some initial involvement, but we are talking about the vast majority of young people now entering middle school, sixth or seventh grade, most of those young people are not involved, and do not want to become involved, and they readily tell us that.

Unfortunately, the data also suggests that large numbers of them have become involved by the time they leave high school. We focus on students at the time they enter junior high school or middle school, at the time they transition from the elementary school experience into the secondary school experience.

That is not to say we don't believe there are not things that can be done at the elementary level. We very much believe that, and we applaud those efforts, but we believe that that time of transition from elementary school to junior high school is so critical that it is an extremely important time for us to sit down with these young people and provide some very specific and direct training in the area of social skills development, so they can handle the influences to which they can anticipate being subjected.

The program, curriculum, is a highly active—that is, there is a tremendous amount of participation on the part of the students. Those of you who have junior high school age students have experience with junior high age students either as your own children or students in your community, know that it is very important that those students are involved in the learning process, not simply passive consumers or simply sitting back listening to someone else present someone else's ideas.

In addition to the school-based component in Kansas City, we have concentrated on building a support network around that school or around the skills training.

We are focusing, working with parent groups, with the media in Kansas City, the electronic media, and I might add, we have had phenomenal response from the media in Kansas City. Every one of the general managers of every one of the television outlets have come to us and said, "We like what you are doing. We are very much aware of what you are doing. Tell us how we can help."

We have never been refused any request, whether it is news coverage of an event relating to Project STAR or an actual programming involvement, a public service announcement that may be modeling the kind of programs we have in the schools, tremendous support from the media and from the parent community.

In most communities, it is the parent groups that have really led the initial programming in the area of prevention. Parents for a long time have been saying, isn't there a way that we can deal with the problem before the kids become substantially involved?

Parent groups are responsive to opportunities for prevention work. We are also working with the larger community, and by that I mean, we are working with the health care professions, the intervention and treatment community, and these professionals have been involved with this problem for a long, long time, and they have tremendous insight and they are a tremendous resource in your communities.

We are also working with other youth agencies in the community, youth-serve agencies, YMCA's, boys and girls clubs, as well as the business and civic leaders.

I indicated earlier that we have had a great response from the media and parents, and certainly from the schools in our area.

There are some 15 public school districts encompassed by the Kansas City metropolitan area, on both the Kansas and Missouri side.

Within those districts, there are 62 junior high schools or middle schools that serve young people in our community. In Kansas City, every one of those 15 public school districts, plus many private and parochial schools, are participating in the project, including a number of school districts in outlying communities that because they are within our television viewing market, are aware of the project, have wanted to participate, and contacted us.

Within those school districts, every one of the 52 middle schools or junior high schools plus many from the private and parochial and outlying districts are participating. We have trained over 300 teachers, classroom teachers, school nurses, counselors, and building principals to implement this program.

I should add that the program is highly dependent upon skilled teachers. There are a number of models for delivering curriculum. You have heard several discussed today.

We chose, because the teachers were in the classroom working with the young people every day, we chose to work through those classroom teachers, but we fully agree, for this to be an effective program, those teachers must be fully aware of the program, be comfortable with the program, all of which means they must be carefully trained.

We spend at least 2 full intensive days with those classroom teachers before they begin implementation. We train the nurses, counselors, and principals to play a supportive role, so we are building a school advocacy base for prevention programming and for Project STAR in particular.

There are a couple of concluding remarks I want to make and the most important one is, I think we are not in the business of developing a national model. I have heard people refer to that.

In fact, I have been asked by the press if our purpose here is to talk about our national model. Our purpose is to serve young people in the Kansas City metropolitan area, but I think the insight that we are gaining is applicable to any community in the country.

We believe that the educational, civic and business leadership is available in every community, and we believe that the resources necessary to implement a prevention program are available in every community.

What is needed for that to happen is that communities need some kind of direction, the need to know how to do it; that is, how do you go about developing and implementing a prevention program?

They need to know what works, and why it works, and how to go about starting it, and communities need a mandate, a mandate to become involved so that members of boards of education, school superintendents, as was noted this morning, schools have become reluctant to become involved.

It is a highly politicized kind of issue, and it was in the seventies. School principals, school superintendents have been fired because of drug and alcohol problems in schools.

Members of boards of education have launched campaigns and lost campaigns on drug and alcohol issues. That is the kind of climate that we are dealing with in many communities.

It has to become depoliticized in communities, so that those school personnel understand that there is expectation in the community that they are involved and they are expected to be involved.

There needs to be broad-based community support. From the community perspective, where do we need help? I think there needs to be some kind of continuation of the research and a better diffusion process.

One of the most difficult tasks facing us in Kansas City was simply finding out what is going on around the country that is working, and finding out why it works, and then going about the process of implementing it.

The latter part of that charge was much easier than the former part; that is, finding out what is going on and what works. We communities need help with that process. There needs to be some kind of a central collecting agency, and diffusion process, so when communities make a commitment to become involved in drug and alcohol prevention, they know what to do and what works and doesn't work and they are therefore putting their resources and energies in effective programs.

That is tremendously important, and that is a role that Government can play.

One of the problems that we have—this is my final remark—one of the problems that we have is that we are receiving a variety of signals, we in the communities, and I say this especially for my colleagues in education.

We receive a variety of signals. Those signals are coming from the health care professions; governmentally they are coming from HSS.

We are receiving signals and offers for cooperation through law enforcement agencies and organizations within the communities.

We are receiving signals from education. We are receiving signals from the Department of Transportation that has become very actively involved in this process because of the issue of drunken driving and young people.

There needs to be some kind of coordination of those signals so that people in communities, community representatives, school personnel and other leaders in communities, understand what the mandate is and how to go about meeting that mandate.

Thank you, Mr. Chairman.

I will be happy to respond to questions at the conclusion of our other panelists' remarks.

Chairman HAWKINS. Thank you.

[Prepared statement of Dr. Calvin Cormack follows:]

PREPARED STATEMENT OF DR. CALVIN CORMACK, EXECUTIVE DIRECTOR, PROJECT STAR, KANSAS CITY, MO

Mr. Chairman and Members of the Committee, I am Dr. Calvin C. Cormack, Executive Director of Project STAR. On behalf of Mr. and Mrs. Ewing M. Kauffman, and my associates at Marion Laboratories Inc., I thank you for this opportunity to briefly present Project STAR and to comment on the importance of prevention programs. Your deliberations here are momentous. We applaud this most recent initiative in the war on drugs and alcohol, and we commend those of you in the Congress as well as the President and his Administration for recognizing that while we are indeed facing a crisis with drug and alcohol abuse, there are new and promising campaigns and strategies to be used in combatting this abuse. We believe the emphasis now being focused on prevention is both appropriate and encouraging, but we must be certain that what actually happens in the name of prevention, and the resources required to make it happen, actually reduce the number of young people becoming involved.

Before I briefly describe Project STAR, one of the new and promising strategies I alluded to above, let me qualify my credentials. I am not a prevention or research specialist. I am, however, responsible for implementing and directing a prevention project in the Kansas City metropolitan area. My professional training and experience has been in school administration. Before assuming this position, I spent some 23 years with public schools, initially as a classroom teacher and more recently as an associate superintendent of one of the larger school districts in the metropolitan Kansas City area. During those years in education, I spent one seven year "tour of duty" as a senior high school principal. It was that experience as a high school principal from 1972-1979 that most influenced my decision to associate with Mr. Kauffman and Marion Laboratories, Inc., as Executive Director of Project STAR.

Project STAR is a drug and alcohol prevention program, initiated by Mr. and Mrs. Ewing M. Kauffman in the fall of 1984. The Project is totally funded by the Kauffmans and Marion Laboratories, Inc. We work with the entire metropolitan Kansas City area, including the 15 public school districts, several outlying districts and many of the private and parochial schools encompassed by our city. Research indicates that the most effective prevention programs involve whole communities and are multi-dimensional. That is to say, programs that focus on entire cities and utilize existing systems and organizations including schools, parent groups, media, health care professionals, youth agencies and programs, and business and civic leaders of the community.

We believe the school-based component is the nucleus of the program, but the schools cannot be expected to solve the problem without the support and encouragement of the larger community. There is a role for everyone in the community, and those roles must be focused in part on supporting the educational effort.

In Kansas City, we begin the educational component with those students who are entering secondary school for the first time, at the 6th or 7th grade level. That is not to say that there is not a need for an elementary program. There certainly is, but the need is so critical at the time the student first enters junior high that we chose to focus our initial training on that transition period.

Junior high school is a particularly traumatic experience for young people, one that occurs at a time when the typical student is becoming increasingly aware of just how important it is to be accepted by the peer group. The junior high student is, therefore, particularly vulnerable to peer influence. The onset of drug and alcohol use is essentially a social/psychological phenomenon.

Each year, every student in Kansas City entering junior high or middle school for the first time will participate in a basic resistance skills training program. In their second year of junior high or middle school all students participate in a follow-up or booster program. Between sixteen and eighteen thousand students enter secondary school each year.

The initial training is a ten unit (50-60 minute classes) curriculum designed to train young people to recognize the many social influences to use drugs and alcohol to which they can expect to be exposed over the next several years, and know how to resist those influences.

The curriculum being used in Kansas City was developed by a team of social psychologists at the University of Southern California working with health educators and Los Angeles County schools. The USC group also serves as consultants on program design and evaluation in Kansas City.

The curriculum follows a social skills model that incorporates those self-management skills proven by research to be effective prevention strategies. The curriculum includes:

1. Clarifying the positive and negative consequences of drug and alcohol use;
2. Recognizing the different types of drug and alcohol offers and the social climate surrounding those offers;
3. Recognizing and responding to adult influences and to advertising; and
4. Committing to remaining drug and alcohol free.

The curriculum is implemented in the schools by regular classroom teachers who have been selected by the principals for special training. (Project STAR has now provided training to over 300 teachers at no cost to the schools.) In addition to training the classroom teachers, school nurses, counselors, and the school principals have been trained to support the resistance skills training with students through their work in the school. We, in effect, create an advocacy base at the school level.

We have now begun training parents to work with their school principal in support of the skills training. Parents are also trained not only to support the resistance skills training through their various school-community activities, but are also taught to support the student's extension of the resistance skills beyond school and the peer group. The advocacy base is thus extended into the parent community.

In addition to the basic resistance skills training provided through the school component, and the parent support component, we are working with the media in Kansas City to provide community-wide visibility for the program as well as support and encouragement for students to use the resistance skills. Both television and radio provide very effective modeling of the behavior desired, i.e. use of the resistance skills.

We have had excellent support from the media in Kansas City, both electronic and print. We have never failed to get a positive response to a news release or a requested public service announcement. Increasingly, we see the media as a viable program element. Put in other works, rather than focusing on the negative influence of the media, we are using the media to positively influence young people to believe in and to use the resistance skills they are learning in schools.

In addition to the media, we are working with others in the community including the health care professionals, intervention and treatment specialists, youth agencies and programs, and business and civic leaders. Our goal is to not only teach every entering secondary school student the basic resistance skills and support the use of those skills, but to begin changing the social environment of our community. We want to create an environment in Kansas City that encourages young people to look realistically at drug and alcohol use and support their commitment to staying drug-free.

We believe we can make a difference in Kansas City, but we are not content to just hope for that difference. We are spending over $100,000 a year on a very comprehensive evaluation of the project.

Through a longitudinal research design, we will be following students, for at least five years, when those seventh graders with whom we first worked will be juniors in high school. By monitoring not only reported attitudes and intentions, but actual levels of drug and alcohol use, we will know what the impact of the training has been.

In summary, what is significant about the program in Kansas City is that:

1. It is a primary prevention program focusing on students in their first year of secondary school;

2. It employs a social skills and self-management approach to teaching specific drug and alcohol resistance skills;

3. It is based on sound principles and the latest research;

4. It embraces the entire city and is multi-dimensional; and

5. It is totally funded from the private sector.

While it is too early to point to empirical evidence of program effect, the very fact that Project STAR is characterized by the collaborative efforts of many different school districts, a major corporation, a philanthropic foundation, a university-based research institute and a major-league baseball team is in and of itself noteworthy. While we haven't seen the final numbers yet, we believe the Project will have the kind of synergistic effect envisioned by Mr. Kauffman.

What is happening in Kansas City can happen in any community. We believe the educational and civic leadership, and the resources necessary to fund an effective prevention program are available in virtually every community. What is needed is a catalyst, the spark to ignite an explosion of carefully planned and coordinated prevention activity. And, finally, communities need direction and encouragement. Schools need to know what works and that there is strong support for their involvement. That is a role the government can play.

Chairman HAWKINS. The next witness is Dr. Barbara Brown Robinson, director, association relations, American Association for Counseling and Development.

STATEMENT OF BARBARA BROWN ROBINSON, DIRECTOR, ASSOCIATION RELATIONS, AMERICAN ASSOCIATION FOR COUNSELING AND DEVELOPMENT

Ms. ROBINSON. Good morning.

Mr. Chairman and members of the committee, my name is Barbara Brown Robinson and I speak to you on behalf of the more than 50,000 members of the American Association for Counseling and Development.

We appreciate the opportunity to present our views regarding substance abuse prevention programs.

Mr. Chairman and members of the committee, we have a problem. The problem affects whites, blacks, Asians, Hispanics, and native Americans. The problem impacts the rich, the middle class, and the poor. The problem is in Los Angeles, CA; it is in York, PA; it is in Burlington, VT; and it is in our Nation's Capital.

Drug abuse runs rampant in our country; it is reducing productivity; and if not addressed in a comprehensive manner, will continue to shatter the hopes, dreams, and spirit of our Nation's youth, as well as destroy individuals, families, and communities.

AACD, along with four of its divisions, the American School Counselor Association, the American College Personnel Association, the American Mental Health Counselors Association, and the Association for Multicultural Counseling and Development, stand ready to assist the U.S. Congress in the battle against drug and alcohol abuse in our Nation's schools.

Our members are those professional counselors, counselor educators, and related human development specialists working in education, mental health, rehabilitation, and human services. AACD members are at the frontline of crisis situations involving youth and substance abuse.

Professional counselors realize that substance abuse is oftentimes a symptom of greater problems, and therefore focus on the individual and their environment. If referrals are appropriate, the counselor knows who to call upon based on the factors affecting a young person's life.

Substance abuse can be caused by various factors which include: personal, family, and peer relationships; low self-esteem; lack of interest in academic achievement; emotional stress; and physical factors.

One other reason for substance abuse is for the sensation of feeling good. Students who are bright, popular, and come from stable home environments equate the use of drugs to the two or three beers their parents say they drank after football games when they were in high school.

We also notice that parents do not always recognize the importance of drug and alcohol abuse prevention programs, until a crisis situation arises.

So, what we have is a problem of perception—by youth and by adults.

Counselors help students focus their perception of drug and alcohol abuse, and they attempt to improve parents' awareness of their children's potential use, and abuse of illicit substances.

One of the major problems in convincing young people of the harmful effects of substance abuse is in reaching them with the message. Counseling programs in substance abuse must be innovative in order to reach different types of students.

For example, school districts have implemented peer helper programs where students work with others who may be abusing illicit substances. Under supervision from counseling staffs, students are trained in recognizing the effects of various drugs, what signals to look for in a suspected abuser, and where to refer someone who has a problem with substance abuse.

The theory behind this is that students will turn to each other rather than to adults.

The Secretary of Education has often referred to a "Nation at Risk." However, we believe that the problems go much deeper than learning the basics of reading, writing, and arithmetic. Our Nation's youth are becoming increasingly sophisticated in the use of drugs and alcohol, but not necessarily in understanding the ramifications of substance abuse.

In surveys of third and fourth graders, we do find that one of their to concerns happens to be drug and alcohol abuse.

It is our responsibility as adults to ensure that these youngsters have someone they can talk to about their concerns.

AACD strongly supports the use of elementary school counselors, trained in group process and drug education in our Nation's primary school settings.

Our organization also favors the inservice training of personnel who work with students, especially counselors, teachers, school social workers, school psychologists, and administrators.

The community needs to know how to recognize the signs of substance abuse.

AACD supports the concept of a national information hotline, not only for the substance abuser, but for those who work with the substance abuser.

Congress should also consider establishment of a national clearinghouse which would disseminate, in a timely manner, information to communities on programs which might be of use to them based on their demographics.

While we support the curtailment of illegal drug trafficking, AACD strongly believes that we must also focus some funding on research into the causes of substance abuse by our Nation's youth.

We must begin to research models which relate to the attitudinal and behavioral components of substance abusers. Also, the need for longitudinal followup is needed in order to measure the success of a program.

Mr. Chairman and members of the committee, AACD is prepared to work with you and your staffs in the fight against substance abuse by our Nation's youth, and we appreciate the opportunity to testify before you today and extend our congratulations to the committee for working to solve this tragic epidemic.

I will be happy to entertain questions.

Chairman HAWKINS. Thank you.

The next witness is Carolyn Burns, vice president, National Federation of Parents for Drug-Free Youth.

STATEMENT OF CAROLYN BURNS, VICE PRESIDENT OF PROGRAMS, NATIONAL FEDERATION OF PARENTS FOR DRUG-FREE YOUTH

Ms. BURNS. Mr. Chairman and distinguished members of the committee, thank you for the opportunity to appear here today. It is an honor and a pleasure to testify before the House Committee on Education and Labor.

My name is Carolyn Burns, and I am vice president of programs for the National Federation of Parents for Drug-Free Youth.

NFP has more than 5,000 affiliated members and is in communication with thousands of additional parents in efforts to help young people avoid the use of dangerous drugs.

NFP is also networking in cooperative efforts with the 4,700 radio and 915 television station members of the National Association of Broadcasters, Elks, Lions, Kiwanis, the 35,000-member National Association of High School Principals, General Federation of Women's Clubs, Junior League, Links, and many other national groups in various drug prevention, education projects.

The focus of this hearing, Mr. Chairman, and why I am here today, is to discuss drug education in both elementary and secondary schools.

It is very interesting that when in this country polio was affecting 29 in every 100,000 youngsters, it was declared a national epidemic and we have the Salk vaccine. Today, drug use in this country is seriously affecting 10,000 in every 100,000 of our youngsters. It is a very serious problem and I am pleased that we are not declaring it a national epidemic.

There are many inappropriate and poorly written materials published today which give young people incorrect messages about alcohol and drug use. I cite the Encyclopedia of Psychoactive Drugs, published by Chelsea House, as a prime example of misinformation of drug and alcohol use. This was published last summer which counsels, "There are no good or bad drugs, only bad relationships with drugs." And on PCP, this book says, "Some users take it in ways they find valuable. For example, as a social or party drug much, like alcohol or downers * * *" It continues * * * "If you take PCP deliberately, avoid high doses. As with other drugs, the oral route is safer."

This book has been widely publicized and promoted. Haughton Mifflin, the publisher of this book, is the largest publisher of children's textbooks in the country.

In 1983, we received a letter from the University of Maryland School of Pharmacy recommending this book. This book is used as a textbook in many universities. We are certainly not recommending censorship, but the dichotomy between what parents are telling their children and what society is promoting is very wide.

In addition to the aforementioned books, Mr. Chairman, I cite the following articles as further examples of bad drug educational materials being publicly circulated.

In 1984, the National Association of Social Workers published an article entitled "Reviewing Adolescent Marijuana Abuse."

This is a group of people that works very closely with our children and so we care about what they believe because it affects the way that they deal with our children, particularly those of us who have had problems in our own family and may use a social worker for counseling for our children.

This article said, "If, as suggested by some, marijuana use is normal among adolescents, then adolescents need to know under what conditions marijuana use can be benign, if not beneficial."

In 1981, Mr. Chairman, a resource guide entitled "Who's Raising the Family? A Workbook for Parents and Children," was distributed in a press packet by a national organization.

In chapter 1 of the guide, "What Drug Prevention Means to a Parent," the author, John Delaine notes, "The goal is not to ban all drugs or eliminate responsible use of chemicals; drug abuse is our target."

I think we also have to look at the educational philosophy that caused the current crisis to receive so much media attention.

What I am saying here is that often when we are asked to do something with the media, it is made into a controversial project. We want to tell both sides of the story, and what I am saying is that the controversy is ended, the research is in and we need to give our children clear messages.

Beyond these examples, I am not going to spend time itemizing the volume of erroneous material currently being circulated to school systems. Rather, I plan to focus my remarks on what the NFP believes to be an appropriate criteria for reviewing alcohol and drug education curricula prior to their submission into the school systems.

Mr. Chairman, with your permission, I would like to review a number of items that we feel important when curricula are being designed.

First, it must provide current, accurate drug and alcohol information and must focus on eliminating responsible use of all illicit drugs, including alcohol by adolescents.

It needs to be comprehensive.

It should include grades K through 12.

It needs to be complete at each grade level while at some time leading to the next level.

It must be presented in an upbeat manner that is appealing to students.

It must help students develop information fathering and evaluation skills on their own.

It must address decisionmaking, coping, and self-concept issues.

It should discuss school policies on alcohol and drugs, which we hope have already been established by the school.

It must be implemented—it must be able to be implemented in different educational settings and it must include a teacher's training component to ensure that it is being implemented correctly.

We ask when we work with schools that teachers, as they are being educated, are also encouraged to decide where they fall within their own personal drug use.

It is very important for them to know personally whether they are users, whether they are in the affected group, or whether they are in the nonaffected group.

And many school systems, when they are developing their drug use policy, are helping their teachers who may need treatment or may need support groups of their own and so I don't think we can forget about our teachers because they are the main trainers of our children in addition to parents.

We must look and make sure that the curriculum has an evaluation program or system and we must allow input from teachers, students, and parents.

We must include a component to help educate the students' parents and we must include a component to educate the teachers also.

We must advocate forming parent or community task forces as a followup and the program should give specific guidelines for continued involvement to students.

So if they choose, they can form drug-free youth groups, they can help to train younger students, and they can do things like the Just Say No Program that we have been hearing about.

It also needs to include something about refusal skills so that kids know how to say no to drugs and that they know how to deal with the peer pressure that will confront them.

The National Federation of Parents has a student training program called Reach that has been working for 2 years now educating in communities around the country. Last year in 1985, we educated students in 197 schools in 27 States and many of you have probably heard of Operation Prom Graduation, which is the national program that we have done in conjunction with the National Association of Broadcasters to help schools promote drug-free prom and graduation parties across the country. It has been very, very successful.

Within this criteria, the NFP believes that the overriding message in drug education material should be a no-use policy instead of a responsible use policy regarding alcohol among young people.

For the purpose of the committee's information, the NFP acknowledges and accepts alcohol as a drug. To this end, Mr. Chairman, I would also like to submit for the record a copy of NFP's no responsible use resolution and I will not read that in the interest of time.

Chairman HAWKINS. Without objection, the resolution will be printed in the record at this point.

Ms. BURNS. Today, young people are getting mixed messages with respect to alcohol education. Many schools are indirectly condoning responsible use policies as opposed to no-use policies.

Children in today's complex society need a clear focused no-use message about drugs, including alcohol use.

In conclusion, Mr. Chairman, drug and alcohol education is one of the most crucial issues facing this legislative body, as well as the U.S. Congress.

The NFP is already encouraged by Secretary of Education William Bennett's obvious interest and clear thinking on this issue. We urge this committee to swiftly adopt the components of an effective and appropriate drug and alcohol education program as mentioned here today. America's youth will be much safer as a result of such legislative action.

Thank you for the opportunity to appear before this committee today. I would be happy to answer any questions.

[A copy of NFP's "No Responsible Use Resolution" follows:]

RESOLUTION

No "Responsible Use"

WHEREAS, the National Federation of Parents for Drug-Free Youth acknowledges and accepts alcohol as a drug, and

WHEREAS, alcohol is an illegal drug for minors, and

WHEREAS, adolescents and young adults are the only age group in the United States whose death rate is increasing, and

WHEREAS, the most prevalent causes of death among this age group are accidents, suicides, and homicides, most of which are drug- and alcohol-related, and

WHEREAS, the use of all illicit drugs including alcohol (which is an illegal drug for young people), may seriously impair the healthy development of children and adolescents, and

WHEREAS, our young people are continuously bombarded with messages to "use drugs," and

WHEREAS, parents, due to lack of knowledge, often provide alcohol to young people at teenage parties in violation of the law,

THEREFORE BE IT RESOLVED that the National Federation of Parents for Drug Free Youth resoundly rejects any educational, prevention, or treatment program which advocates or condones the "responsible use" of illicit drugs including the use of alcohol by minors and further rejects our tax dollars supporting a "responsible use" message.

-- *Adopted November 1982*

Chairman HAWKINS. May the Chair ask any of the witnesses whether or not they may have a time problem? We don't want to keep you unduly long.

If not, the Chair would like to interrupt before questioning the witnesses to have one of our colleagues, who has been waiting patiently all morning and who has a bill in the committee to present some views to the committee—I understand they are very brief—the Honorable Sam Gejdenson from Connecticut.

Congressman, if you will come forward. We apologize for this delay, but we had votes as you know.

STATEMENT OF HON. SAM GEJDENSON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CONNECTICUT

Mr. GEJDENSON. I understand. We won't be here long.

Thank you very much, Mr. Chairman, and let me applaud you and the efforts you have engaged in the time that I have been in the Congress on this issue and I can say that all the members of this committee and the leadership of the House need to be commended for the actions they are taking.

Before I make a short statement on my bill and the legislation before you, as a father of two, I think there are several interesting incidents in my family where the children educated the parents.

We used to buckle up my daughter in a seat belt and then we would jump in the car and drive off without our seat belt on.

She started reminding us that we ought to wear ours and now the whole family wears seat belts.

I picked up one of those juices, punched the straw through, started drinking and my 4-year-old said, "Daddy, don't drink and drive."

The messages are getting out there. He didn't know that it was just we were drinking juice and not alcohol, but the messages get out here and they do make a difference.

I think you can go into hundreds of families in this country and find parents who quit smoking because the kids nagged them about their smoking.

If we can get this message out early, we can make a difference.

One of the gravest disappointments in this area has been the administration policy over the last 6 years. We have had a 46-percent cut in health service block grants since 1980, funding programs for alcohol, drug abuse, and mental health services vital to fighting drug abuse.

In fiscal year 1986, the Department of Education spent less than $3 million in education and the prevention of drug abuse. We need to make sure that not just this year, but over the long haul that we get the administration to make a serious commitment to drug education.

My bill, which is before the committee had 32 cosponsors, provides Federal assistance to local programs that try new approaches. As the committee drafts its bill, I hope that we would see the Federal role as a stimulant to a number of different approaches so we can afterwards review and find the best approach in educating the young people.

I will send the committee a formal copy of my comments. I appreciate the time that you have given me and apologize to the folks that we have pushed off the table, but I want to applaud the committee on their great work and that we need to do more than just simply hold press conferences.

This is going to cost money. We may be in trouble with the deficit, but the cost of the young people that we lose as a result of failed action is far more expensive, so I commend this committee and its work in the past and now that we seem to have the administration on board, I hope we can move forward quickly.

Thank you, Mr. Chairman and members of the committee.

Chairman HAWKINS. Thank you.

[Prepared statement of Hon. Sam Gejdenson follows:]

PREPARED STATEMENT OF HON. SAM GEJDENSON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CONNECTICUT

MR. CHAIRMAN:

I WOULD LIKE TO THANK YOU, FIRST OF ALL, FOR GIVING ME THE OPPORTUNITY TO TESTIFY TODAY ON THE NEED FOR DRUG ABUSE PREVENTION AND EDUCATION LEGISLATION.

AS YOU WELL KNOW, THE LEADERSHIP OF THE HOUSE HAS LAUNCHED AN ALL-OUT WAR ON DRUG ABUSE. I STRONGLY SUPPORT THIS INITIATIVE AND I AM PLEASED THAT THE EDUCATION AND LABOR COMMITTEE IS SO QUICKLY FURTHERING THIS INITIATIVE BY PUTTING TOGETHER A COMPREHENSIVE DRUG EDUCATION PACKAGE.

THIS WAR ON DRUGS COULD NOT COME AT A BETTER TIME. TOO MANY YOUNG AMERICANS ARE UNAWARE OF THE CONSEQUENCES OF ILLEGAL DRUG ABUSE. COCAINE AND MARIJUANA, TO MANY YOUNG PEOPLE, MEAN GOOD TIMES, ESCAPE FROM BAD ACADEMIC AND FAMILY SITUATIONS, AND ACCEPTANCE BY FRIENDS. THE WORD HAS NOT SUFFICIENTLY GONE OUT THAT DRUGS [illegible] MEAN DECAYED MINDS, RUINED LIVES, AND EVEN DEATH.

CONGRESS MUST CONTINUE TO PLAY AN ACTIVE ROLE IN LETTING AMERICA'S YOUTH KNOW OF THE NEGATIVE EFFECTS OF DRUG ABUSE. WE ARE IN AN ERA OF SERIOUS BUDGET REDUCTION EFFORTS. HOWEVER, WE MUST MAKE A COMMITMENT TO PROVIDE ADEQUATE FUNDING FOR DRUG ABUSE

EDUCATION PROGRAMS WHICH WILL DIRECTLY SAVE THOUSANDS OF LIVES IN THE COMING YEAR.

THE RECENT INCREASE IN THE USE OF CRACK COCAINE MAKES INCREASED SUPPORT FOR DRUG ABUSE EDUCATION AN ABSOLUTE NECESSITY. EMERGENCY ROOMS AROUND THE NATION ARE BEING FILLED BY YOUNG PEOPLE WHO SAW GOOD TIMES IN CRACK USE, AND INSTEAD FOUND PAIN AND AGONY. THE SWIFTNESS WITH WHICH PEOPLE BECOME ADDICTED TO CRACK DEMANDS THAT OUR SCHOOLS LET STUDENTS KNOW OF THE DANGERS OF CRACK USE BEFORE THEY EXPERIMENT WITH THIS HEINOUS DRUG. OUR CHILDREN MUST KNOW THAT CRACK DOES NOT GIVE YOU ANOTHER CHANCE, IT CAN MAKE YOU AN ADDICT AFTER TWO OR THREE TIMES.

AS YOU KNOW, I RECENTLY INTRODUCED THE STUDENT CHEMICAL SUBSTANCE ABUSE PREVENTION ACT, CO-SPONSORED BY 32 OF OUR COLLEAGUES, TO FURNISH FINANCIAL ASSISTANCE TO STATE AND LOCAL EDUCATION AGENCIES FOR THE DEVELOPMENT AND EXPANSION OF DEMONSTRATION PROGRAMS DESIGNED TO STRENGTHEN CHEMICAL SUBSTANCE ABUSE PREVENTION PROGRAMS IN OUR SCHOOLS. BY PROMOTING DEMONSTRATION PROGRAMS, WE CAN ENSURE THAT SCHOOL DISTRICTS NEED NOT DUPLICATE EACH OTHER'S RESEARCH ON THE BEST WAYS TO SOLVE THE PROBLEM OF DRUG ABUSE.

SCHOOL DISTRICTS AROUND THE NATION HAVE ALREADY LAUNCHED SUCCESSFUL DRUG ABUSE EDUCATION PROGRAMS THAT HAVE REACHED THOUSANDS OF STUDENTS. CONGRESS MUST ENCOURAGE THE FURTHER DEVELOPMENT OF THESE SPECIFIC PROGRAMS, AND USE THE KNOWLEDGE

GAINED FROM THESE PROGRAMS TO BEGIN SIMILAR EFFORTS IN OTHER SCHOOL DISTRICTS.

DRUG ABUSE EDUCATION, IN AND OF ITSELF, IS NOT A COMPLETE ANSWER TO THIS NATIONAL TRAGEDY. CONGRESS MUST ADEQUATELY FUND DRUG INTERDICTION EFFORTS ON OUR NATION'S BORDERS, AND MUST ENSURE THAT DRUG DEALERS ARE GIVEN TOUGH PUNISHMENT. EDUCATION, HOWEVER, HITS AT THE HARDEST PART OF STOPPING DRUG ABUSE: DRYING UP DEMAND FOR ILLEGAL DRUGS. IF WE CAN LET AMERICA'S YOUNG PEOPLE KNOW FROM DAY ONE THAT DRUG ABUSE IS DETRIMENTAL TO ONE'S HEALTH, A DRAIN ON ONE'S MIND, AND AN OBSTACLE TO ONE'S FUTURE PERSONAL PROGRESS, WE CAN PREVENT YOUNG PEOPLE FROM BECOMING INTERESTED IN DRUG USE.

I LOOK FORWARD TO WORKING CLOSELY WITH THE HOUSE EDUCATION AND LABOR COMMITTEE IN THE NEAR FUTURE TO ARRIVE AT A COMPREHENSIVE DRUG ABUSE EDUCATION PACKAGE. I WOULD BE HAPPY TO ANSWER ANY QUESTIONS YOU HAVE REGARDING MY LEGISLATION OR MY REMARKS TODAY.

Chairman HAWKINS. Mr. Penny.

Mr. PENNY. Thank you, Mr. Chairman.

Chairman HAWKINS. Do you have any questions of the witnesses?

Mr. PENNY. I have a few questions. I know each of the witnesses comes from a different perspective and has been involved with specific types of programs, and so the questions that I have may not lead to answers that differ at all from their initial testimony, but I would be interested in each of the witnesses answering these three or four questions.

First of all, at what age do you think interdiction and education programs are the most crucial and the most effective?

Mr. VAN VELZER. Well——

Mr. PENNY. The reason I ask that is because while there are programs that run the gamut from elementary all the way through to adults, there must be some level that those of you involved in this business can identify as perhaps the most effective age category for us to deal with this growing problem.

Mr. VAN VELZER. Our research indicates, Congressman—in fact, Mr. McKernan, before he left, alluded to a study that we looked at—the Weekly Reader surveyed 100,000 youngsters throughout the United States and concluded that 25 percent of fourth grade children had already felt pressure to use drugs.

Dr. Rodeny Scare of UCLA conducted a study concluding that 55 percent of seventh grade children had already experimented with alcohol or some abusive substance.

Given those statistics, it is clear that something dynamic happens to the young people between grades four and grade seven, hence the DARE concept deals with the senior grade level of the elementary school.

That transitional period from the elementary level is critical. If we could profile that sixth grade child, it might shed light on your decisionmaking. Sixth grade children typically believe that everybody in high school is doing drugs. That is a key ingredient.

Second, that sixth grade child sits at one desk normally, receives 19 subjects of instruction by an educator, and suddenly we say to that child, We are going to elevate you to the secondary level. You will have six different teachers, and it is somewhat frightening to that child.

The third ingredient is that many children of that age are going through severe biological and physiological changes they don't understand and what better prey for the young dope entrepreneur on the junior high campus than that sixth grade child, so we target the senior grade level at the elementary school.

Ms. ROBINSON. It is important for us to remember that children pick up attitudes along the way, but the crucial period is the period before high school when they are still open to influence from the broader population.

During adolescence, pressure from peers becomes predominant so it is important that strong attitudes, the ego strength that is needed to say no and those things that will help the adolescent be strong enough to resist the pressures they will have in junior high school be taught between grades four and six.

Ms. BURNS. I think grades 4 and 6 are probably the most critical grades. We have a unique concept, training for the high school student 9 through 12 and that high school student helps the teacher or the drug educator in his community give drug education to the 4th through 6th grader, so you are adding the dimension of a positive role model of another youngster who is able to say he is drug free.

Mr. CORMACK. I concur. In Kansas City, our program project STAR focuses on students we said at the time that they transition into the junior high or middle school, in Kansas City that means sixth or seventh grade.

We selected that grade because the transition experience itself is so significant and so traumatic for youngsters to make that transition into the larger school environment, to move from the neighborhood school where they are working primarily with one teacher to a much different grade configuration.

The second reason that we think that is such a critical time is that it occurs at a time when young people are becoming incredibly socially aware.

It is difficult for many of us, but if you will recall when you were 12- or 13- year-old, there probably wasn't anything more important in the world than being accepted by other 12- or 13-year-olds.

Understanding that that is the environment and the psychological mindset that these young people have at the time they transition into junior high, we elected to begin working with them at that point.

Mr. PENNY. Would you all concur that the best setting to provide these types of programs is in the school?

Mr. CORMACK. I will respond first.

Obviously, the school is a logical educational component in the community. The school is where your children are for the most part for better than 7 hours out of the typical or at least 180 days in the school year.

It is a logical vehicle. But it is not the only one and I don't want anyone to suggest that the schools must solve the problem.

It must go beyond the schools.

Ms. BURNS. I would like to say further that while it is very important for the school to provide drug education—because that is where our children are, and I think that it is an excellent opportunity—parents are also to be expected to be educators of their children.

And I would like to suggest that when we are talking about what the school can do that we establish a drug expert or a parent-school community group in every school in the country.

Mr. PENNY. Thank you.

If I could rephrase that question, maybe it would be better stated to ask if the school should be maybe the pivot or the center point of the program, acknowledging that there have to be other aspects to the program that maybe extend outside of the school or in adjunct to what the school is doing, but that it be coordinated in a way that the school is central to the services that are offered.

Ms. BURNS. I think that makes good sense because the school is where we find most of our children, particularly at the age group that we were talking about, and so yes, all segments of the community should work together with the school so that the child is receiving the same message wherever he is in the community.

Mr. PENNY. Does anybody else care to comment?

Ms. ROBINSON. An additional advantage of using the school is the fact that there is continuity. Often, children become involved in programs that are just one shot and there is no followup.

By providing those programs in school or in cooperation between schools and other agencies, we are able to provide continuity and reinforcement as time goes on.

Mr. VAN VELZER. I would only add that our officers are only there once a week. The days that they are not there we find that the regular classroom teacher is reinforcing the strategies and concepts that we give those youngsters the days that the officer is not there, so that reinforcement we find very valuable.

Mr. PENNY. I have one last question, if I might.

If we had only one program that we were going to fund with Federal dollars, would you support the concept of marshaling all of our resources, whatever money we can spare, and focusing it on a program through the schools that targeted the age category of fourth through seventh grade with the stipulation that in order to get the funds the schools had to have some cooperative arrangement with other services and agencies within the community?

That would mean that any other programs that the Federal Government is now sponsoring would not be funded, would not be continued, and that we would just marshal all of our resources and try to focus them at this age level as a way of having the most dramatic impact on this emerging and mushrooming drug problem in our society among young people.

Chairman HAWKINS. To whom are you addressing the question?

Mr. PENNY. Anybody who wants to jump in and answer yes or no to that question.

Mr. CORMACK. Let me respond, and I would hope other panelists would also.

Chairman HAWKINS. I think he asked for a yes or no, I believe. We are under a time constraint.

Mr. CORMACK. Then my answer would be no. You are suggesting that you withdraw support of the research and it is upon that research that much of the advances in prevention programming have occurred. That research needs to continue.

Mr. PENNY. I don't see anybody disagreeing with that.

Chairman HAWKINS. Does anyone disagree?

Mr. PENNY. If we left——

Chairman HAWKINS. We do have a problem. Mr. Coleman is in a conference with the committee, and I called him back to ask a question, and I am trying to limit the time, if possible.

Can you make it 1 minute, please?

Mr. PENNY. I think I could. If we leave out research, just talk about other interdiction and education programs at different age levels, would you feel more comfortable retaining research programs than focusing our interdiction programs only in this category?

Mr. CORMACK. I think we need to focus on the critical years and that is what we referred to earlier as the transitional years.

My concern when you talk about funding a single program—it seems to me that we are limiting a lot of possibilities. I will hope that you would focus on the common elements, those principles of prevention programming that we already understand work, and rather than focusing on a specific program, focus on the components that the research indicates works, and then continue to support the research.

Mr. PENNY. Thank you, Mr. Chairman. I think we got that in under the 1 minute.

Chairman HAWKINS. Mr. Coleman.

May I apologize to you, Dr. Cormack. Mr. Coleman was supposed to introduce you at the very beginning. In the haste to try to speed up the proceedings we overlooked that fact, but I did want you to know that you were to be given that great honor by Mr. Coleman.

Mr. COLEMAN. Thank you, Mr. Chairman.

Dr. Cormack introduced himself very well in his presentation, and it has been well received.

I have one question for each of the panelists, and thank you for being here today.

We are in a position of trying to draft legislation which will probably attempt to identify and help through some financial assistance some of the programs that you are conducting now on a local level—or the testimony that you have provided us, I think, we are going to try to react to.

And if each of you would briefly comment on the fact that the community involvement is such an important ingredient to any successful prevention program that to simply ask the Federal Government to supply the funds is not the answer, necessarily, that you have to have a local commitment and, therefore, perhaps local financial commitment.

As Governor Dukakis said earlier, he is suggesting a matching type fund or something that brings the involvement of the local taxpayer, as well as parent and administrator in line.

I would like you, if you believe that, to confirm that. If you have a feeling different from that, please state that, as well.

I would like to hear you suggest that this ought to be a partnership and the partnership ought to be assistance financially as well as other things that have to be done locally.

Mr. CORMACK. I concur. I think there is a danger in sending out the message that the Federal Government is going to solve the problem, because in addition to the resources at the Federal level, there is local leadership and involvement required at the community level.

It has to become a community project, a campaign that is accepted and endorsed by the community, and I think their own investment in that process is tremendously important.

I think the Federal support is necessary and appropriate, but I certainly would concur that it should be a partnership.

Ms. BURNS. Yes, I also concur with that, that it should be a partnership. There are many grass roots parents movements that have already been working for a number of years now that need the support that this kind of bill could give, the support and the encouragement, and they do a tremendous amount to make the programs that we want to provide for our children more affordable, because you have labor that is expended for which there is no charge.

Ms. ROBINSON. I concur that the responsibility should be shared; however, I believe that the Federal involvement must make it clear that it is a high priority, and I believe that the level of funding is one clear indication of that.

Mr. Van Velzer. No question, Congressman, that it should be a partnership. In fact, I think the narcotic problem is so pervasive and the abuse in this country so pervasive that I don't want anybody to believe that we are saying it is a school problem.

It is not. It is a societal problem. We have motivated the private sector in our city, and they have been overwhelmingly responsive to donating to this project and have really kept us afloat.

The only public moneys we have received is a grant from the State of California, and that is a seed grant. We have had to rely on the private sector, and without question we must mobilize the communities.

Mr. Coleman. Thank you very much.

Chairman Hawkins. There are no further questions. The Chair thanks the panelists. You have been very helpful, and we certainly appreciate your patience with all the interruptions, and we think your testimony has been very valuable to us. We appreciate it. Thank you.

The Honorable Charles B. Rangel, our distinguished colleague, has asked to present a view to the committee which we are very delighted to have.

We don't know of anyone who has had such leadership in the Congress, as well as the Nation, than that of our distinguished colleague.

Mr. Rangel, we are delighted to have you with us this afternoon, and we look forward to your testimony in its entirety and it will be entered in the record at this point.

STATEMENT OF HON. CHARLES B. RANGEL, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK, CHAIRMAN, SELECT COMMITTEE ON NARCOTICS ABUSE AND CONTROL

Mr. Rangel. Thank you, Mr. Chairman and members of the committee.

I will attempt to be brief, because I am so excited about the swiftness in which your committee has responded to the call of the leadership to have education as a major component in dealing with the serious drug crisis that confronts our Nation.

As most of you know, you cannot rifle-shot relief to this problem. You have to deal with it as a broader issue.

You have to concern yourself, of course, with demand reduction. You have to make certain that we have a strong law enforcement effort, and the Judiciary Committee is responding to that.

We have to be in a better position to protect our borders against the intrusion of narcotics into our country, and both the Ways and Means Committee, as it deals with the Customs Service, and the Judiciary Committee, are dealing with that issue—the Armed Services Committee as well.

And we have to have a strong foreign policy that would indicate to countries that are violating bilateral and international treaties that we will not tolerate them making a profit out of drugs at the expense of innocent people throughout the world.

I have just been briefed by the State Department and I am happy to report that our military assistance to Bolivia's drug enforcement efforts already has had dramatic results. Laboratories that have produced up to 2 tons of cocaine a week have been knocked off. Already the prices paid to the coca leaf farmers have been reduced. Even though these operations will not have a substantial effect on the amount of drugs on our streets, at least they are beginning to establish some type of a policy where countries know that we are prepared to provide sanctions where they don't cooperate, and they can look forward to our support when they are anxious to eradicate these drugs.

On the question of interdiction, our Customs Commissioner has indicated that unless there is a reduction in production abroad and drug demand at home, they need more people to police our borders.

This is not pleasant news. But wherever the Select Committee on Narcotics holds hearings we hear, even from law enforcement, that it is this demand for drugs that creates the pressures on law enforcement and the lack of resources that drives them to the wall and that we have to concentrate on reducing demand.

That is why it was surprising to us when our Select Committee reviewed the question of demand—not because foreign officials asked for it, not because law enforcement was in our schools, but because we wanted to find out our Federal policy—to hear Secretary Bennett testify to our committee that the Federal policy was zero tolerance.

We asked, "What did that mean?" He said it meant we had to get tough, that we would not tolerate drugs in our schools, that we had to be prepared to have the youngsters kicked out.

Many of the members agreed, but when we asked, "What do you do to prevent a youngster from abusing so that you do not have to kick him out; or if you fail in educating him, what would be available after you kick him out," he said that was a local and State problem.

Mr. Chairman, when you go to your local and State governments and ask what they are doing, you find they are doing absolutely nothing. It is embarrassing to see that.

In many cases, it is law enforcement that is doing the job and getting into the schools and not the State.

In the great State of New York, we have no statewide program. We rely heavily on the board of education and the New York City Police Department to do what they can to educate our children.

Congressman Coleman asked whether or not we should rely specifically on the Federal Government. The answer has to be no. Of course, it has to be a partnership.

We need educated parents, spiritual and community leaders that are out there giving assistance and letting kids know that drugs are dangerous to their health, to their families, to the community.

But when we have a problem that has an international source, we cannot say that our Federal Government is not prepared to extend the hand of assistance.

We have the National Institute of Drug Abuse. Who do they educate with the vast resources and experts and information they have? Nobody.

They tell the Secretary of Education, but there is no network or program to get this information out into our schools.

So, in the final analysis, we have put together legislation in our Narcotics Committee which we submit for the review of the members of the Committee on Education and Labor.

We want you to know that we only use this legislation as a vehicle to present to you how essential, how important it is, in our overall fight against the increase of this drug epidemic in our country and throughout the free world, to make certain that the Federal Government plays its role in demand reduction.

And I can't think of any way that we could do better than to insist that curricula be created by our schools, that our teachers be trained because they are not experts in educating our kids against the dangers of drugs that there be some way to distribute this information and, yes, that we should continue to go to the private sector and the media to make certain that they play their role in drug abuse prevention and education.

But I would hate to be a part of a legislative team that is looking for an answer to this very serious problem only to find that when they look to the Federal Government for some assistance in education that the Government is not there.

So, I just want to thank you who have been the epitome of understanding the need to educate people if they are going to avoid drug use and pick up the tools necessary to gain employment.

I feel confident that with you at our helm, when the final package is put together August 12 and we vote on it on September 10, that education certainly would be the linchpin that is essential to the overall answer to this struggle against drug trafficking and abuse.

I thank you for this opportunity, Mr. Chairman.

Chairman HAWKINS. Thank you, Mr. Rangel. I am very glad that you made your contribution, because when the line of questioning was raised by Mr. Coleman concerning a partnership, I think the wrong impression might have been given, and I think the question might have been misunderstood.

Certainly, we look for a partnership, but it takes someone to put that partnership together, and I think that to indicate or to imply in any way that the Federal role should be one of just a bystander is perhaps underestimating the seriousness of the problem.

If we are going to conduct a war, it seems to me it can not be any single State, any single city, or single entity. It can not be just the private sector. It must be all of us together, and I can not think of anyone who would not stress an increased role of the Federal Government in this process.

I think that is what you have been doing, and I hope one of these days we catch up with what you have been doing and your statement in the record certainly places the subject in the proper perspective, and I certainly agree with it 100 percent. I think it is a wonderful contribution.

Thank you very much for being with us this afternoon.

Mr. RANGEL. Thank you, Mr. Chairman.

[Prepared statement of Hon. Charles B. Rangel follows:]

PREPARED STATEMENT OF HON. CHARLES B. RANGEL, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

GOOD MORNING CHAIRMAN HAWKINS AND MEMBERS OF THE COMMITTEE ON EDUCATION AND LABOR.

IT IS A PLEASURE TO APPEAR BEFORE YOU AS PART OF THE MOST EXCITING CHALLENGE I HAVE BEEN INVOLVED IN SINCE COMING TO THE CONGRESS - THE FASHIONING OF A COMPREHENSIVE DRUG ABUSE AND CONTROL BILL. THIS INITIATIVE, WHICH HAS THE SUPPORT OF THE LEADERSHIP FROM BOTH SIDES OF THE AISLE, WILL HAVE A SIGNIFICANT IMPACT ON THE TERRIBLY HIGH LEVEL OF DRUG ABUSE IN AMERICA.

MR. CHAIRMAN, I BELIEVE THIS COMMITTEE HAS BEFORE IT PROPOSALS DEALING WITH ONE OF THE MOST IMPORTANT PARTS OF THE PACKAGE - DRUG ABUSE EDUCATION. I SAY THIS NOT BECAUSE I FEEL THAT INTERNATIONAL NARCOTICS CONTROL AND DRUG ENFORCEMENT DO NOT HAVE CRUCIAL ROLES TO PLAY IN ADDRESSING OUR NATION'S DRUG PROBLEM. I SAY THIS BECAUSE WHEN ONE CONSIDERS THE SERIOUS LEVELS OF DRUG USE AND TRAFFICKING IN OUR NATION, WE MUST TAKE IMMEDIATE STEPS TO DEFEND OUR CHILDREN AND FAMILIES AGAINST THE MASSIVE ONSLAUGHT OF ILLEGAL DRUGS ENGULFING OUR COMMUNITIES.

WE CAN EXPECT BUMPER CROPS OF ILLICIT NARCOTICS THIS YEAR. THE SELECT COMMITTEE ON NARCOTICS ABUSE AND CONTROL ESTIMATES THAT 150 TONS OF COCAINE, 12 TONS OF HEROIN, AND BETWEEN 30 - 60,000 TONS OF MARIJUANA WILL ENTER THE UNITED STATES IN 1986.

EVEN IF WE WERE TO SUBSTANTIALLY INCREASE THE RESOURCES OF OUR DRUG ENFORCEMENT AND INTERDICTION AGENCIES - WHICH WILL BE RECOMMENDED AS PART OF THE LEADERSHIP PACKAGE - WE CAN EXPECT TO BE CLOBBERED BY ILLICIT DRUGS FOR THE NEXT SEVERAL YEARS.

WITNESSES WHO HAVE TESTIFIED BEFORE THE SELECT COMMITTEE OVER THE COURSE OF THIS CONGRESS HAVE BEEN UNANIMOUS IN THEIR AGREEMENT THAT DRUG ABUSE PREVENTION AND EDUCATION EFFORTS MUST BE STRENGTHENED AND IMPROVED THROUGHOUT THE NATION. OF PARTICULAR MENTION IS THE NEED FOR MANDATORY DRUG ABUSE CURRICULA IN GRADES K THROUGH 12. THIS RECOMMENDATION HAS BEEN MADE TO OUR COMMITTEE BY LAW ENFORCEMENT OFFICIALS, INTERNATIONAL NARCOTICS CONTROL EXPERTS, AND DRUG ABUSE TREATMENT AND PREVENTION PROFESSIONALS.

EVERY LEVEL OF GOVERNMENT IS FAILING TO PROVIDE ADEQUATE LEADERSHIP IN THE AREA OF DRUG ABUSE EDUCATION. THE SELECT COMMITTEE HAS BEEN ABLE TO IDENTIFY ONE STATE - VERMONT - THAT HAS A FULLY FUNDED, MANDATORY STATEWIDE CURRICULUM IN THE AREA OF DRUG ABUSE. I WAS QUITE SURPRISED TO FIND THAT MY OWN STATE OF NEW YORK - A TRADITIONAL LEADER IN AMERICAN EDUCATION - HAS FAILED TO INSURE THE PROPER IMPLEMENTATION OF AN EFFECTIVE DRUG ABUSE CURRICULUM.

CONGRESS, IN COOPERATION WITH THE EXECUTIVE BRANCH, MUST DO MUCH MORE TO MAKE DRUG ABUSE EDUCATION A LARGER COMPONENT OF THE FEDERAL DRUG STRATEGY. AT THE PRESENT TIME THE U.S. DEPARTMENT

OF EDUCATION ALLOCATES ONLY $3 MILLION FOR DRUG ABUSE EDUCATION OUT OF AN $18 BILLION BUDGET.

MORE SIGNIFICANT IS THE FACT THAT WHEN EDUCATION SECRETARY BENNETT APPEARED BEFORE THE SELECT COMMITTEE IN MAY, HE STATED THAT WHILE THE POSITION OF THE ADMINISTRATION ON STUDENT DRUG USE IS ONE OF "ZERO TOLERANCE" AND THAT THE USERS AND THE PUSHERS SHOULD BE "KICKED OUT" OF SCHOOL, HE OPPOSED ANY NEW FEDERAL INITIATIVE IN THE AREA OF DRUG EDUCATION ON THE GROUNDS THAT HIS DEPARTMENT HAS NOT IDENTIFIED A DRUG EDUCATION PROGRAM THAT WORKS.

THE POSITION OF SECRETARY BENNETT IS CLEARLY AN INADEQUATE RESPONSE TO THE THREAT DRUGS POSE TO OUR CHILDREN. MOREOVER, IT APPEARS TO CONTRADICT THE POSITION OF THE PRESIDENT, WHO BELIEVES THAT ULTIMATE VICTORY OVER DRUG ABUSE WILL ONLY COME ABOUT WHEN WE "TAKE THE USERS AWAY FROM THE DRUGS".

ALONG WITH 58 OF OUR COLLEAGUES I HAVE INTRODUCED H.R. 4155, THE DRUG ABUSE EDUCATION ACT, AND RESPECTFULLY REQUEST THAT YOU INCLUDE IT AS PART OF THE EDUCATION AND LABOR CONTRIBUTION TO THE OMNIBUS DRUG ABUSE BILL.

H.R. 4155 AUTHORIZES $100 MILLION TO BE APPROPRIATED ANNUALLY OVER THE NEXT 5 FISCAL YEARS TO DEVELOP SCHOOL-BASED DRUG ABUSE EDUCATION AND PREVENTION PROGRAMS.

FUNDS AVAILABLE UNDER MY BILL WILL BE DISTRIBUTED TO STATES ON THE BASIS OF SCHOOL-AGE POPULATION WITHIN EACH STATE. THE SECRETARY IS REQUIRED TO RESERVE 1 PERCENT OF AMOUNTS APPROPRIATED IN ANY FISCAL YEAR FOR PAYMENTS TO GUAM, AMERICAN SAMOA, THE VIRGIN ISLANDS, THE TRUST TERRITORY OF THE PACIFIC ISLANDS, AND THE NORTHERN MARIANA ISLANDS.

EACH STATE IS DIRECTED TO RESERVE 20 PERCENT OF ITS GRANT AWARD FOR STATE USE. THE REMAINING 80 PERCENT IS TO BE DISTRIBUTED TO LOCAL EDUCATION AGENCIES ON THE BASIS OF SCHOOL-AGE POPULATION WITHIN EACH LOCAL EDUCATION AGENCY. FUNDS RESERVED TO THE STATE ARE TO BE USED FOR THE DEVELOPMENT AND DISSEMINATION OF DRUG ABUSE EDUCATION CURRICULA AND TEACHING MATERIALS FOR ELEMENTARY AND SECONDARY SCHOOLS THROUGHOUT THE STATE, DRUG ABUSE EDUCATION DEMONSTRATION PROJECTS, TECHNICAL ASSISTANCE TO LOCAL EDUCATION AGENCIES, AND STATE ADMINISTRATIVE COSTS. NO MORE THAN ONE QUARTER OF THE FUNDS RESERVED TO THE STATE MAY BE USED FOR ADMINISTRATIVE COSTS.

GRANTS THAT A STATE MAKES TO LOCAL EDUCATION AGENCIES ARE TO BE USED FOR THE DEVELOPMENT AND IMPLEMENTATION OF DRUG ABUSE EDUCATION CURRICULA, DRUG ABUSE COUNSELING PROGRAMS, TREATMENT REFERRAL PROGRAMS, TRAINING FOR TEACHERS AND OTHER SCHOOL PERSONNEL, PRIMARY PREVENTION AND INTERVENTION PROGRAMS, DRUG EDUCATION PROGRAMS FOR PARENTS AND OTHER PUBLIC DRUG EDUCATION PROGRAMS, AND OTHER DRUG ABUSE PREVENTION AND EDUCATION PROGRAMS CONSISTENT WITH THE BILL'S PURPOSES.

To receive grants under the bill, States must apply to the Secretary of Education, and local education agencies must, in turn, apply to the State. The bill establishes certain requirements State and local education agencies must meet to be eligible for grants.

One of the key requirements of the bill is that a State, to be eligible for grants, must require each elementary and secondary school in the State to implement a drug abuse education curriculum covering each grade kindergarten through grade 12. States that do not currently have such a requirement may receive grants if they agree to use their funds to establish such a requirement.

This basic requirement is included in the bill because in State after State where the Select Committee has held hearings, the need for drug education beginning in the earliest years of a child's schooling and continuing throughout high school has been emphasized repeatedly to the committee. It is not my intention that States should mandate a specific drug education curriculum that each elementary and secondary school must adopt. Rather, the bill provides flexibility for local education agencies to structure a curriculum that best meets their needs. The bill also provides flexibility for schools to use their funds for other programs in addition to establishing a basic K-12 drug education curriculum. The basic prerequisite for a State to participate in this grant program, however, is a commitment to

ESTABLISH A STATEWIDE REQUIREMENT FOR K-12 DRUG EDUCATION CURRICULA IN ELEMENTARY AND SECONDARY SCHOOLS.

THE BILL REQUIRES THAT FEDERAL FUNDS MUST BE USED TO SUPPLEMENT, NOT SUPPLANT, STATE AND LOCAL FUNDS OTHERWISE AVAILABLE FOR DRUG ABUSE EDUCATION. IT ALSO INCLUDES PROVISIONS FOR THE PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE, NONPROFIT SCHOOLS.

FINALLY, THE BILL REQUIRES THE SECRETARY OF EDUCATION AND THE SECRETARY OF HEALTH AND HUMAN SERVICES TO COOPERATE IN COLLECTING AND DISSEMINATING INFORMATION TO STATE AND LOCAL EDUCATION AGENCIES ON SUCCESSFUL DRUG EDUCATION CURRICULA AND OTHER PROVEN SCHOOL-BASED DRUG ABUSE PREVENTION AND EDUCATION APPROACHES. THE SECRETARIES ALSO ARE REQUIRED TO COOPERATE IN PROVIDING TECHNICAL ASSISTANCE TO STATE AND LOCAL EDUCATION AGENCIES IN SELECTING AND IMPLEMENTING DRUG ABUSE EDUCATION CURRICULA AND PROGRAMS BEST SUITED TO MEET STATE AND LOCAL NEEDS. THE SECRETARIES ARE ALSO DIRECTED TO IDENTIFY RESEARCH AND DEVELOPMENT PRIORITIES WITH RESPECT TO SCHOOL-BASED DRUG EDUCATION AND PREVENTION.

EDUCATION ALONE IS NOT THE ANSWER TO DRUG ABUSE, JUST AS ERADICATION AND ENFORCEMENT BY THEMSELVES CANNOT SOLVE OUR DRUG PROBLEMS. NOW, HOWEVER, IS THE TIME TO CAPITALIZE ON THE STRONG CONSENSUS THAT EXISTS THROUGHOUT OUR COUNTRY FOR A NATIONWIDE DRUG ABUSE EDUCATION EFFORT. THE HEALTH AND WELL-BEING OF OUR CHILDREN AND THE FUTURE OF OUR COUNTRY DEPEND ON OUR SUCCESS.

[**Prepared** statement of Americans for Substance Abuse Prevention follows:]

PREPARED STATEMENT OF AMERICANS FOR SUBSTANCE ABUSE PREVENTION

Mr. Chairman and Members of the Committee;

Thank you for this opportunity to present testimony on drug abuse education and prevention efforts.

The Americans for Substance Abuse Prevention and Treatment (ASAPT) is an organization representing 20,000 parents, nurses, physicians, and other individuals working together to address the dangerous problem of drug abuse among our nation's youth. We strongly believe that there is a critical need for increased and improved education programs aimed at teaching youth the dangers of drug use and the various myths associated with particular illicit drugs. Drug abuse education is vital to any efforts aimed at solving this national epidemic, but just as vital to these efforts is the need for increased drug prevention and treatment programs. This need is underscored by Household Surveys sponsored by the Institute of Mental Health, which indicate that six percent of the population will suffer from drug abuse and dependence (excluding alcoholism) at some time in their lives, and two percent during any six-month period.

ASAPT considers drug abuse one of the gravest problems facing the nation today. The litany of statistics include:

-- Drug abuse costs us $60 billion annually in lost lives, reduced productivity, accidents, crime and social welfare costs.

-- The 1985 survey of high school seniors revealed that 61% percent had tried an illicit drug and 30% were active users.

-- Cocaine use is continuing to increase. The same survey of high school seniors found that 17% had used cocaine, the highest rate registered so far in the annual survey.

The Americans for Substance Abuse Prevention and Treatment believes that this trend can only be reversed by a comprehensive national strategy, which includes increased support for drug abuse education, prevention and treatment programs.

Mr. Chairman, thank you for the opportunity to present our views.

Chairman Hawkins. That concludes the hearing. The committee is dismissed.

[Whereupon, at 1:03 p.m., the committee adjourned subject to the call of the Chair.]

[Additional material submitted for the record follows:]

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE DEPARTMENT
STATE HOUSE • BOSTON 02133

MICHAEL S. DUKAKIS
GOVERNOR

September 8, 1986

Congressman Augustus Hawkins
Chairman
Education & Labor Committee
2181 Rayburn House Office Building
Washington, D.C. 20515

Dear Gus:

I am writing to provide you with an example of the written "memorandum of understanding," a key component in our Governor's Alliance Against Drugs.

This agreement is similar to ones drafted individually by more than 200 other communities across the state participating in the Governor's Alliance Against Drugs. The "memorandum of understanding" reflects the coordination between school administrators and law enforcement authorities and can include any unique local concerns or approaches in combatting drug and alcohol abuse. For your review, I enclose a copy of the "memorandum of understanding" adopted in my hometown of Brookline, Massachusetts.

I applaud your efforts and those of the Education and Labor Committee in addressing the problem of drug and alcohol abuse, and I look forward to working with you in the future.

Sincerely,

Mike

Michael S. Dukakis

enc.

M E M O R A N D U M

Date March 25, 1986

To George Simard
Chief of Police

From Charles L. Slater
Superintendent of Schools

RE: POLICE SCHOOL AGREEMENT

Since our last discussion I have revised the Police/School Agreement in several meetings with teachers, students and school committee members. I would like to thank you for having the juvenile officer participate in several meetings with students and faculty at the High School Town Meeting. These meetings were invaluable in helping students understand the agreement.

In your last communication you were concerned about confiscation of contraband. This section has been clarified to state "Staff may ask for visible contraband but shall not search a student or his or her belongings. Staff shall request the student to accompany him or her to the Headmaster (Principal's) or Housemaster's office..." There is also a statement, "All contraband will be turned over to the police department."

There is also a section on "Information Regarding Sources of Drugs or Alcohol," in which students or staff members who learn of distributors of drugs or alcohol are asked to pass the information on to the Headmaster (Principal). There are also sections on Confidentiality, Request for Police Presence, Theft, and Investigation by School and Police Officials.

I hope that you will agree with me that this is a much improved agreement. It represents many hours of work by staff and students. I plan to present it to the School Committee on April 8, 1986 and would like to hear from you before then. Thank you for your cooperation.

cc: School Committee
Board of Selectmen
Richard Leary
Senior Cabinet
Robert McCarthy
Elementary Principals
Superintendent's Drug and Alcohol Advisory Council

POLICE/SCHOOL AGREEMENT

March 26, 1986

Introduction

The Brookline Public Schools and the Brookline Police Department each contribute to, and cooperate in providing, a safe and secure environment for children in the schools. The purpose of this agreement is to define the guidelines and protocols that will govern both parties' efforts to maintain such an environment. The agreement is consistent with the Brookline Public Schools Discipline and Conduct Policy and Guidelines of June 11, 1985.

Outlined below are a set of procedures for teachers, students, parents, and school and police officials to follow in working cooperatively for the benefit of students. Their primary intent is to foster the relationship of trust between students and faculty that is crucial to the aims of the school community, to protect the rights of individual students and teachers within the community, and to protect the right of the community as a whole to enjoy a safe, healthy, drug and alcohol free environment.

1. General

A. Authority to Determine the Necessity for Police Investigation

The Headmaster (Principal) or, in his/her absence, a designee, shall determine when law enforcement officers need to be contacted to conduct an investigation of alleged criminal behavior which jeopardizes the safety of school property or which interferes with the operation of the school.

B. Confidentiality

Teachers, administrators, and students should understand that teachers are not protected under the confidentiality statutes and that if called to testify in court they would have to reveal any information relative to drugs or alcohol even if voluntarily confided to them by a student.

However, Social Workers in any licensed category are prohibited from disclosing any information acquired from persons consulting with them in their professional capacity (with exceptions, such as information about activities that might endanger others). Massachusetts General Laws Ch.112, Sec. 135.

II. Illegal Substances and Weapons

In responding to violations of the school rules on drug and alcohol use, and the possession of weapons, that are specified in the Brookline Public School Discipline and Conduct Policy and Guidelines in the Brookline High School Handbook, the following procedures will be in effect. Brookline School and Police Officials must immediately notify parents when students are allegedly involved in violations of these rules.

A. Sale, Possession, or Transfer of Contraband (Drugs, Alcohol, Weapons)

Staff members who have reason to believe that they have witnessed the sale, transfer, or possession of illegal substances (drug or alcohol), or weapons, must report this immediately to the Headmaster (Principal) or a Housemaster.

Staff may ask for visible contraband, but shall not search a student or his/her belongings. Staff shall request the student to accompany him or her to the Headmaster's (Principal's) or Housemaster's office, at which time the parents will be notified of the student's alleged involvement in illegal activity.

Searches may only be conducted by the Headmaster (Principal) or Housemaster, with at least one other school official present.

The Headmaster (Principal) or Housemaster shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile Officer of the Police Department. The Headmaster (Principal), in consultation with the Police Department, will determine whether to file charges.

All contraband will be turned over to the Police Department.

B. Use (Under the Influence) of Drugs or Alcohol

Staff members who have reason to believe that a student is under the influence of drugs or alcohol will report the student to the student's Housemaster. The Housemaster will investigate the matter and, if appropriate, shall:

1. Notify the parents or guardian*
2. Arrange to have the student taken home or assign the student to the House Office or Nurse's Office for the day
3. Arrange for mandatory substance abuse education or counseling.**

* Brookline High School Handbook must be revised to make notification of the Police and/or parents part of the this agreement. Revisions are presented to the Brookline High School Town Meeting and voted by the School Committee.

** Mandatory Counseling/Education will be dependent upon Town funding of a position to accomplish this program. Currently funds do not exist in the school budget for such a position.

C. Information Regarding Sources of Drugs and Alcohol

Students or staff members who learn of distributors of drugs or alcohol should pass this information on to a Housemaster or the Headmaster (Principal). The Headmaster (Principal) may report to the Police only the information concerning the alleged distributor, and shall not divulge the name(s) of the source(s), unless the source has agreed to be identified.

III. Request for Police Presence

A. Emergency

In the event of an emergency, School Officials will use the "911" number. The Police dispatcher will respond in the most appropriate manner.

B. Non-Emergency

When during the school day, a situation is anticipated where a Police presence will be required, the request will be made by the Headmaster (Principal), Housemaster, or Houseteacher. This shall be accomplished by calling 232-9000 and asking to be connected with the Office of a Captain or the Chief of Police. The degree of Police presence shall be discussed and the Police Official involved will notify the dispatcher to take appropriate action.

If the Police Department receives a call from someone other than a School Official that Police presence is needed at the school the Police will contact a School Official (Headmaster, Housemaster, Principal, Vice-Principal) before responding to the call.

As part of the procedure for scheduled events, requests for Police presence shall be made by the Director of School Plant. In accordance with the Policy and Regulations governing Community Use of School Buildings (KG & KG-R1), the Director of School Plant, in consultation with the building Principal (or Headmaster), shall determine the amount of Police presence consistent with the protection of persons and property and the nature of the event.

IV. Theft

A. Theft of Over $500 Value

The Headmaster (Principal) or his designee will notify the Police Department and School Officials will operate under the Search and Seizure section of the Brookline High School Student Handbook* which is abstracted as follows:

> *In accordance with the Supreme Court Decision in New Jersey vs. T.L.O., "the Headmaster or his designee may, with reasonable cause, conduct a search of a person or his/her possessions. This must be done in the presence of another school official.
>
> "There will be no mass searches of lockers at Brookline High School. An exception to this policy would occur only if the Headmaster or his designee deems that a threat to the safety of the school exists."

With a valid warrant, the Police may search any lockerat any time. The Headmaster (Principal) must be informed before any Police search is conducted.

B. Incidents of Petty Theft (For example: stolen packs, coats, books, etc.)

Alleged incidences of petty theft will be investigated internally by School Officials with routine copies filed with the Police. Police will be specifically notified when frequency and pattern is established or when it can be reasonably expected that the Police could assist in the recovery of items.

V. Investigations by School and Police Officials

A. Conduct of School Officials During an Investigation

In the course of investigating an incident to determine whether there is sufficient justification to believe that a criminal offense was committed that warrants contacting law enforcement officials, School Officials shall proceed with student questioning as follows:

1. School Officials may question the student for the purposes of confiscating contraband, retrieving allegedly stolen property, provided that adequate opportunity for the parent(s) or guardian to be present has been made.
2. No statements or admissions allegedly made by a student in response to the questions may be used against him or her in any disciplinary proceedings unless:
    - -Procedures under #1 above have been followed
    - -The student is told all the ramifications of talking or not talking and indicates an affirmative desire to talk.
    - -Any agreement to provide consideration is made clear to all parties.

3. If, in the course of investigating an incident in the school, the Headmaster (Principal) or Housemaster has reason to believe that a criminal offense was committed that warrants contacting law enforcement officials, the Headmaster (Principal) will describe the incident to the Police, and/or file charges but will not disclose admissions the student may have made during the initial investigation. No further questioning of any student or witnesses shall take place until:

    a. The parent(s) or guardian has been notified (if not already present)
    b. The Police are notified by the Headmaster (Principal)
    c. The student has been informed of his/her rights.

B. Conduct of School and Police Officials During Police Investigation

Once the determination of cause has been made and the above actions taken, the following shall pertain:

1. The staff shall not question the student further until the police arrive.

2. Unless an emergency exists, the student's parent(s), guardian or representative shall be given the opportunity to confer with the student and to be present during questioning.

3. The Police agree not to use any statements or admissions in any court proceedings against the student unless the Police ascertain from the student and his or her parent(s) or guardian that they have consulted with a lawyer and desire to cooperate prior to conducting an interview with a student for the purpose of courtroom use (against the student).

VI. Students Taken Into Custody or Placed Under Arrest on School Premises

A. School Initiated

If an emergency exists, the Headmaster (Principal) may summon law enforcement officials to the school to take a student into custody.

B. Police Initiated

1. Although cooperation with law enforcement officers will be maintained, it should not be necessary normally for law enforcement officers to initiate and conduct any investigation and questioning on school premises during school hours pertaining to allegedly criminal activities unrelated to the operation of the school. The Headmaster (Principal) will be contacted and his or her permission obtained prior to such an investigation.

2. Students may not be released to law enforcement authorities by school officials unless the student has been placed under arrest or unless the parent, guardian or representative and student agree to the release.

3. If a student is to be placed under arrest or it is necessary to take a student into custody on school premises, the law enforcement officer shall contact the Headmaster (Principal) and relate the circumstances necessitating such action. Additionally:

    a. When possible, the Headmaster (Principal) shall have the student summoned to the office where the student may be taken into custody.

    b. When possible, non-uniformed officers shall be utilized in making such arrests or taking students into custody on school premises.

M.L. CARR BIOGRAPHY

Michael Leon (M.L.) Carr was born on January 9, 1951 in Wallace, N.C. He graduated in 1973 from Guilford College in Greensboro, North Carolina, where he averaged 18 points a game and helped win the NAIA championship.

The 6'6" forward was drafted by Kansas City-Omaha of the NBA on the fifth round -- the 76th pick overall -- and by Kentucky on the third round of the American Basketball Association draft. He played in Israel and for Hamilton and Scranton in the Eastern Basketball Association during 1973-75 and then signed as a free agent with the ABA's St. Louis Spirits in July 1975. M.L. averaged 12.2 points in his one season with St. Louis, and was named to the ABA All-Rookie Team in 1976.

He was signed by Detroit of the NBA in June 1976 and he spent three seasons with the Pistons. In 1979 he led the NBA in steals and was named to the NBA All-Defensive Second Team. He was signed by Boston in July of 1979 and he spent six seasons with the Celtics, which included NBA Championships in 1981 and 1984. M.L. finished his career with a 9.7-point scoring average.

-more-

M.L. is employed by the Boston Celtics as a part-time scout and he is president of M.L. Enterprises, a diversified marketing company. Since June of 1985, he has been a goodwill ambassador for Bank of Boston, where he has been involved in a variety of community programs.

# # #

CONTACT: Carol Clingan
Bank of Boston
617/434-8351

Philip Gloudemans
Newsome & Company
617/426-4300

FOR IMMEDIATE RELEASE

BANK OF BOSTON LAUNCHES "M.L. CARR CHALLENGE: STAND TALL AGAINST DRUGS"

BOSTON, March 5, 1986 -- Bank of Boston announced today a new, positive program to fight drug abuse among Massachusetts youth. Called "The M.L. Carr Challenge: Stand Tall Against Drugs," the program is headed by Bank of Boston goodwill ambassador and former Boston Celtics star M.L. Carr.

The Bank-sponsored program will feature junior high school visits by M.L. during which he will deliver an upbeat message of self-respect, pride, two-way communication and mutual trust. He will urge students to direct their energies into constructive activities, to make their own decisions and to "put their strength to work for themselves" in everything they set out to do.

"In view of the enormous publicity associated with drugs in various professional sports recently," said M.L., "I feel it's especially important that sports figures like myself publicly try to encourage young people to 'Stand Tall Against Drugs.'"

The program is designed to galvanize students' attention to anti-drug programs within the schools, to promote innovative activities around M.L.'s visit and to generate long-term community interest in and support for drug education programs.

- more -

BANK OF BOSTON
P.O. Box 1987, Boston, Massachusetts 02105 (617) 434-3635 or (617) 434-8351

M.L. announced that he will visit seven schools before the end of this school year, beginning with the following schools: Bartlett Magnet School in Lowell on March 17, Cohannet Middle School in Taunton on April 8, and Gallagher Junior High School in Leominster on May 6.

The former Celtics forward will help students realize that friends can sometimes exert pressure to do negative things like try drugs. Acknowledging the temptations that youngsters can face, M.L. maintains that they should instead form a network of support for each other. He issues this challenge: "Join my 'team' and let's 'Stand Tall Against Drugs' together!"

"I visited a number of schools with Governor Dukakis during '85 for the Governor's Alliance Against Drugs, and the interest in such a program was very evident," said M.L. "Young people are under heavy pressures to conform, and sometimes that means trying drugs. 'Stand Tall' offers them an alternative."

Every student attending a "Stand Tall" assembly will receive a "Stand Tall" button and "Tips" sheet from M.L. The "Tips" advise youngsters on how to cope with peer pressure and stay away from drugs and offer suggestions to parents on how to prevent drug use among their children and how to spot early warning signs of drug use.

Each school will be given "Tips" posters and a banner -- actually a large, 28" x 58" white towel inscribed with the green "Stand Tall" logo -- to symbolize M.L.'s towel-waving "cheerleader" role with the Boston Celtics.

- more -

"I'm very concerned with this problem among our young people, and it's not helped by the use of drugs among professional athletes," added M.L. "Kids need to know that most pro athletes do not use or abuse drugs.

"I'm here to rally students against drug use, and to make sure they understand that true friends -- like good teammates -- don't push each other into experimenting with drugs. Instead, they support each other in resisting drugs, particularly when it may seem like the 'cool' thing to do is to try them."

Bank of Boston President Ira Stepanian said: "We at Bank of Boston have seen the tremendous impact that M.L. has had on young people since his association began with us last June. That's why we decided to develop 'The M.L. Carr Challenge: Stand Tall Against Drugs' program.

"Through our many youth programs, both in and out of school, Bank of Boston has long played an active role in working with communities and organizations throughout Massachusetts on positive, educational programs that help young people become responsible, productive adults. 'The M.L. Carr Challenge: Stand Tall Against Drugs' further extends our involvement in this important arena that includes our endowment to the Boston Plan for Excellence in Public Schools, 'Shoot Straight' basketball clinics, child safety programs and sponsorship of the Bay State Games."

- more -

Governor Michael S. Dukakis, who joined Bank of Boston and M.L. for the announcement at the Boston Garden, pledged his support of the program.

"High school students I spoke with over the past year convinced me that in offering young people the 'whys?' and 'hows?' to resist drugs and alcohol, we are often too late if we wait for them to reach high school," said the Governor. "As any parent or teacher knows, young people are adventurous and try all sorts of things before they know the dangers.

"The 'Stand Tall' program helps to address this problem by targeting young people before it's too late to make a difference."

The Massachusetts Department of Public Health, Division of Drug Rehabilitation conducted a survey of drug and alcohol abuse among high school students in the fall of 1984. The results indicated that drug and alcohol abuse was widespread, and that preliminary results from a survey of seventh and eighth grade students showed there was considerable substance use among them as well.

It found that 55 percent of the high school students used alcohol 10 or more times, 29 percent used marijuana 10 or more times and five percent used cocaine 10 or more times.

Among 262 seventh and eighth graders, 63 percent had used alcohol, inhalants (18%), marijuana (15%), amphetamines (10%), tranquilizers (7%) and cocaine (6%).

- more -

Lowell's Bartlett Magnet School is an example of the tremendous response to the program.

"Our school is rocking with excitement in anticipation of M.L. Carr's visit," said Lisa Bryant, assistant principal at Bartlett. "We have planned a number of activities around his session, such as a 'Stand Tall' artwork display and a writing contest on the meaning of M.L. Carr's remarks, to make a more lasting impression on the students."

Information letters will be sent in April to all Massachusetts school superintendents for fall '86 and spring '87 semesters. Selections will be based on the level of interest in drug education and what is planned to enhance a visit by Carr.

Bank of Boston's "Stand Tall" program supports the Governor's Alliance Against Drugs. M.L. will also continue to work with the Alliance and the Governor to build awareness for the need for drug and alcohol education in the schools.

# # #

BANK OF BOSTON
THE M.L. CARR CHALLENGE

THE M.L. CARR CHALLENGE: STAND TALL AGAINST DRUGS
FACT SHEET

WHAT IS IT?

"The M.L. Carr Challenge: Stand Tall Against Drugs" is a new and positive program to fight drug use in Massachusetts junior high schools, headed by Bank of Boston goodwill ambassador and former Boston Celtics star M.L. Carr. It consists of visits to schools throughout the state, during which M.L. will deliver an upbeat message of self-respect, pride, two-way communication and mutual trust.

WHAT ARE THE PROGRAM'S GOALS?

- To direct students' energies into constructive activities, to encourage them to make their own decisions and to help them "put their strength to work for themselves" in anything they decide to do
- To galvanize students' attention to anti-drug programs within the schools
- To promote innovative activities around each school visit by M.L. Carr
- To generate long-term interest in, and support for drug education programs

WHO SPONSORS THE PROGRAM?

Bank of Boston

WHEN ARE M.L. CARR'S VISITS?

The first three of the seven visits planned for the spring semester of 1986 include:

- Bartlett Magnet School, Lowell
  March 17
- Cohannet Middle School, Taunton
  April 8
- Gallagher Junior High School, Leominster
  May 6

-more-

HOW DO SCHOOLS PARTICIPATE?

Information letters will be sent to all school superintendents in April for Fall '86 and Spring '87 semesters. Selections will be based on geographical distribution, the level of activity in drug education and what the school anticipates planning to enhance a visit by M.L. Carr.

IS THERE A NEED FOR THIS PROGRAM?

The Massachusetts Department of Public Health, Division of Drug Rehabilitation conducted a survey of drug and alcohol abuse among high school students in the fall of 1984. It found that 55 percent of the students surveyed used alcohol 10 or more times in their lifetimes, 29 percent used marijuana 10 or more times and five percent used cocaine 10 or more times.

WHO ENDORSES THE PROGRAM?

The Governor's Alliance Against Drugs

For more information, contact:

Carol Clingan
Bank of Boston
617/434-8351

or

Philip Gloudemans
Newsome & Company
617/426-4300

# # #

"Stand Tall
against Drugs!"
M.L.

THE M·L·CARR CHALLENGE

BANK OF BOSTON

M.L.'s Tips for Kids

Drugs are illegal. They can send you to jail. They can wreck your life.

Drugs are dangerous. They don't belong in your body. They can change the way your body works, and even kill you.

Real friends don't ask friends to do something that's bad for them or that they don't want to do. If you care about your friends and your brothers and sisters, don't let them do drugs. Stay away from kids who ask *you* to do drugs.

Drugs don't solve problems, they create new ones. Don't start. The first time makes the second time easier, and you can't get enough after a while. Then you can't stop.

Keep open the lines of communication in your family. If you have problems, talk to a parent, older brother or sister, a friend or a teacher or clergyman. Find someone who will listen.

It's your right not to do drugs. Even when the pressure's on, it's *your* choice. Care about yourself. Respect yourself. Be the best you can. Make your own decisions.

STAND TALL!

M.L.'s Tips for Parents

Spend time with your kids. Do at least one thing with them every weekend.

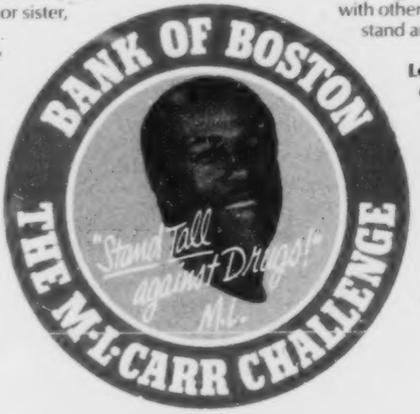
Talk to your kids. Tell them how you deal with problems, what you do when you're bored or lonely or frightened.

Listen to your kids. Stay calm when they talk to you. Respect them. Care about their problems. Be sensitive and supportive. Help them build self-respect and confidence. Let them know you love them, whatever they do or don't do.

Set a good example. Act the way you'd like your kids to act. Let them know your values without lecturing them or nagging them. Keep your promises.

Set rules. Help your kids make the *right* choice about drugs. Supervise parties. Get together with other parents to establish a united stand and common rules.

Learn the warning signs of drug abuse: Sudden moodiness, sloppiness, indifference, temper; change in eating or sleeping habits; decline in school work; secrecy about possessions and activities; increased borrowing of money or stealing; hanging out with a new crowd.



Get help if necessary. Join a parents' support group. See a doctor, clergyman, guidance counselor, drug counselor. Call a hot line or one of these agencies:

Department of Public Health
Division of Drug Rehabilitation
150 Tremont Street
Boston, MA 02111
(617) 727-8615

Governor's Alliance Against Drugs
100 Cambridge Street, Room 2100
Boston, MA 02202
(617) 727-0786

National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20857
(800) 638-2045

SUPPORT THE GOVERNOR'S ALLIANCE AGAINST DRUGS
Michael S. Dukakis, Governor, Commonwealth of Massachusetts

R-MARIANI
POLICE-625-33
SPANISH-485-43
AL"O"
DARE

DARE TO SAY NO!

A TYPICAL SCENE

"HEY, I've got some good grass. Wanna smoke some?" Bill asks a friend.

"No, thanks," Dave replies.

Bill insists, **"Hey, man, let's have some fun."**

Dave answers, **"No, let's do something else."**

Bill and Dave are both age 11.

DARE TO SAY 'NO'

Learning to say "no" and not feeling you have to go along with the crowd is the essence of a new anti-drug program in Los Angeles. It is a joint project of the Los Angeles Police Department and the Los Angeles Unified School District.

Project DARE was launched at 50 elementary schools in 1983, focusing primarily on pre-teens. The program is also being expanded to help teenagers at junior high schools.

DARE -- Drug Abuse Resistance Education -- is a preventive program. Its aim is to equip our youth with the skills to resist peer pressure to experiment and use harmful drugs.

The concept is straightforward and simple -- Dare To Say **"No"**!

The instructors are Los Angeles police officers.

A SERIOUS PROBLEM

The DARE program was initiated because of the alarming increase in drug use.

Drugs are not confined only to the murky world of criminals.

Drug abuse is a serious problem plaguing more and more of our young people. It impairs emotional growth and learning. Statistics show that 1 in 16 high school students smoke marijuana daily. Many people in their early 20s talk of being burned out by excessive drug use in their teens.

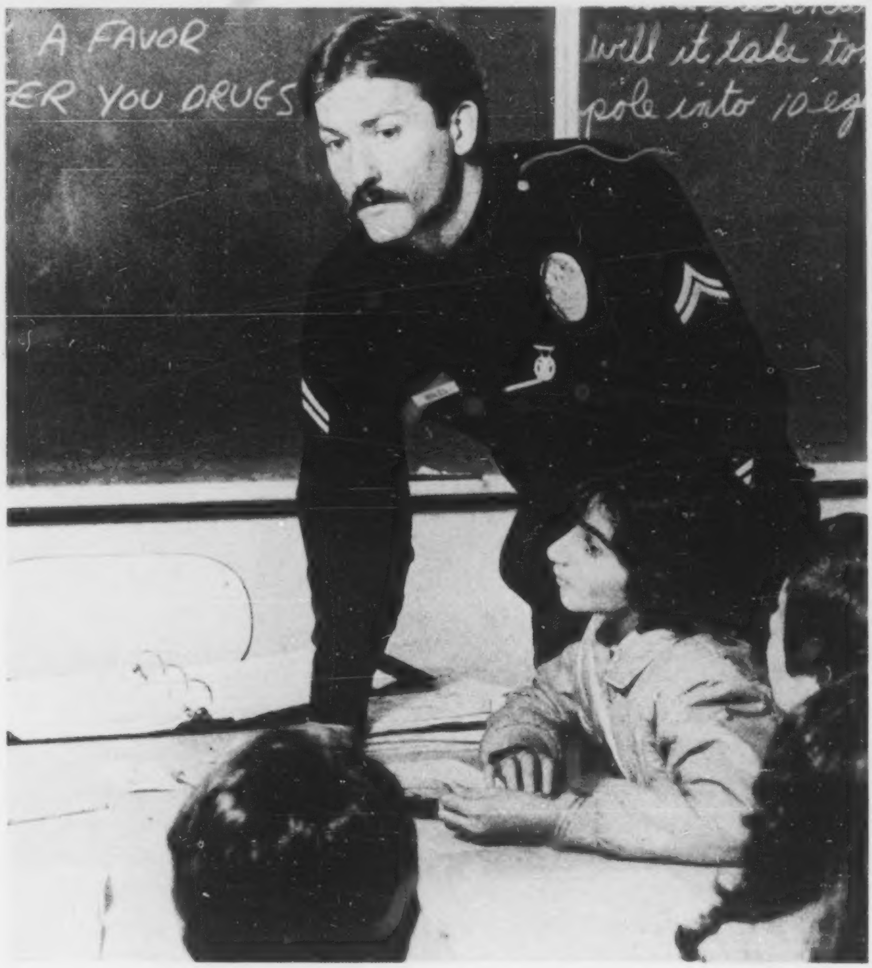
It has come to the point where pre-teens need to be inoculated, in a sense, against the lure of the drug culture.

RESISTANCE EDUCATION

DARE is a new approach to educating young people. Based on recent research, the traditional scare tactics that preach the harms of drugs are de-emphasized. Kids don't want to be told what not to do.

Teens, instead, want to act grown-up. Many of them think smoking, drinking and using exotic drugs are their passport to adulthood.

So, **DARE** tries to teach students what being grown-up really means -- not giving in to peer pressure, making your own decisions and learning to cope with life's problems in positive ways.



A HEAVY DOSE OF INSTRUCTION

One of the unique features of Project **DARE** is the use of police officers as instructors. **DARE** officers are assigned full-time to a classroom beat. The officers selected for the program are all talented in human relations and communication skills. School district health specialists have trained the officers to present a special 17-lesson instructional unit.

In the elementary program, each officer is assigned five schools. Their main audience is students in 5th and 6th grade classes who will soon be teens attending junior high school. Each class is visited once a week.

The lessons focus on four major areas:

- Providing accurate information about alcohol and drugs
- Teaching students decision-making skills
- Showing them how to resist peer pressure
- Giving them ideas for alternatives to drug use

DARE instructors employ a variety of activity-oriented techniques to involve students in group discussions, a healthy exchange of ideas and feelings, and role-playing exercises.

A similar program is being provided at some junior high schools, with the added assistance of school counselors. They provide early intervention counseling to those students with a potential drug or alcohol problem.

In response to numerous requests from other schools for a **DARE** program, officers are also presenting a one-day condensed program at many schools in Los Angeles, including some private schools.

In addition, workshops are held for parents and teachers. They are made aware of the signs of substance abuse, how to intervene and where to seek assistance.

PROMISING RESULTS

The program's impact appears to be significant. Students, teachers and principals were surveyed at the conclusion of Project **DARE's** first year (1983-84). Some of their reactions included.....

From teachers:

> **"Talk about drugs is now out in the open."**
>
> **"Students have become more aware of their responsibilities and the consequences of their actions."**

From principals:

> **"There is a more positive attitude toward police officers at the school."**
>
> **"I have repeatedly seen children walk away from negative behavior who would not have done so a year ago."**

From students:

> **"DARE helped me a lot."**
>
> **"Once someone offered me drugs, but I said 'no.' That someone kept asking, but I just ran away."**

And another sign of the value of the **DARE** instruction -- police departments and school districts in other cities have adopted the program which was developed in Los Angeles.

JUST A START

The need for an effective education program to inoculate students against the threat of drugs is no longer debatable. Such a program has been initiated in Los Angeles. **And it works.**

Additional funding through government and private grants is now being sought to expand the program to all of the district's 410 elementary and 73 junior high schools.

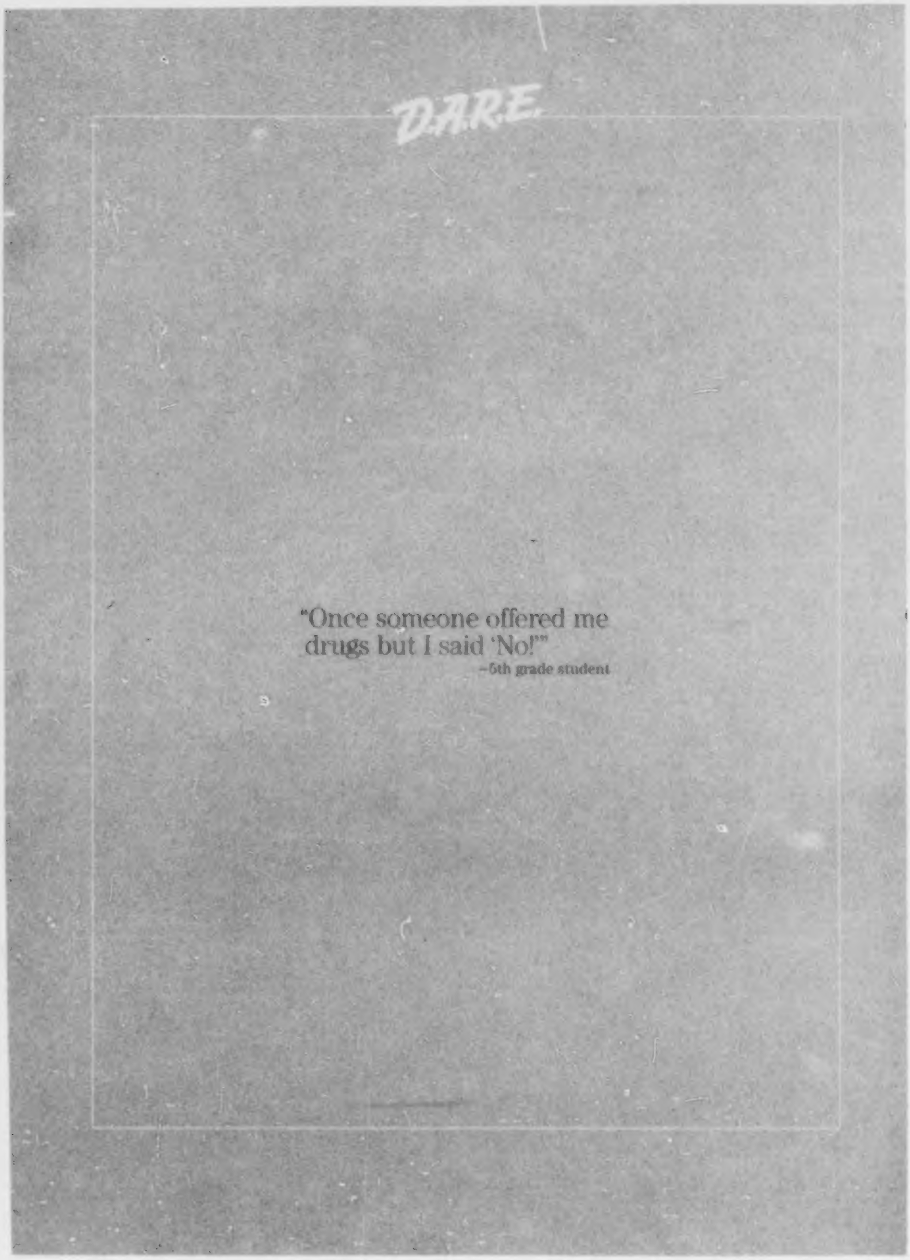
TIPS FOR PARENTS

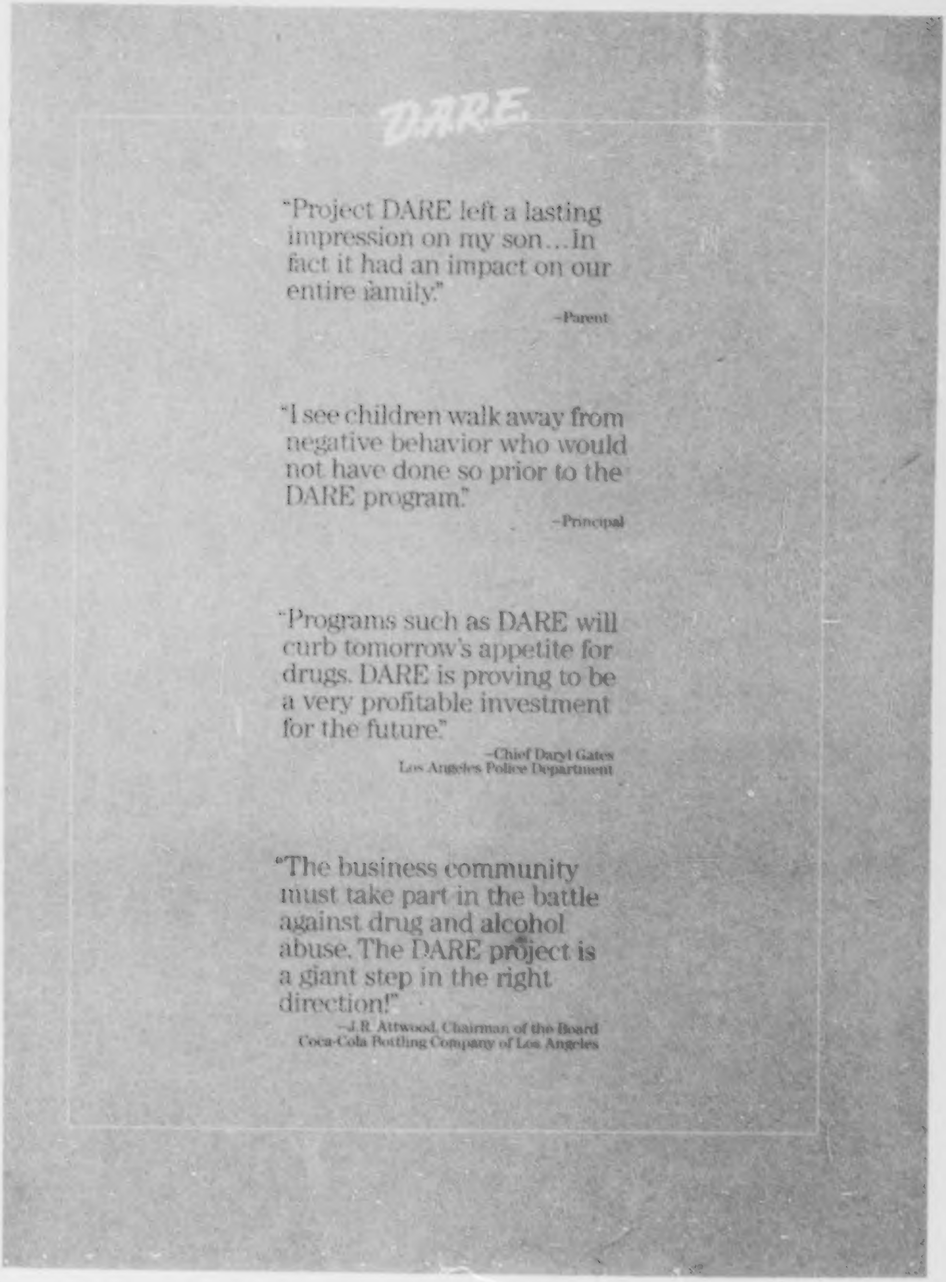
- Establish family rules that make the use of drugs non-negotiable.
- Educate yourself about drugs, so you can talk informatively with your children and answer their questions.
- Since peer pressure is a major factor in teen drug use, know your children's friends.
- Talk with other parents. Try to establish uniform rules that make access to drugs harder for your children and their friends, such as a curfew, the amount of spending money they receive, and their use of a car.
- If problems arise, try to seek advice and counsel from someone both you and your child respect and can relate to.

Project DARE is a joint program of the Los Angeles Unified School District and the Los Angeles Police Department. Brochure prepared by the Office of Communications, LAUSD. 3/85

DRUGS
ARE EVERY
ONE'S
PROBLEM

D.A.R.E.


D.A.R.E.
"Once someone offered me drugs but I said 'No!'"
–5th grade student



D.A.R.E.

"Project DARE left a lasting impression on my son…In fact it had an impact on our entire family."

–Parent

"I see children walk away from negative behavior who would not have done so prior to the DARE program."

–Principal

"Programs such as DARE will curb tomorrow's appetite for drugs. DARE is proving to be a very profitable investment for the future."

–Chief Daryl Gates
Los Angeles Police Department

"The business community must take part in the battle against drug and alcohol abuse. The DARE project is a giant step in the right direction!"

–J.R. Attwood, Chairman of the Board
Coca-Cola Bottling Company of Los Angeles

D.A.R.E.

DRUGS ARE EVERYONE'S PROBLEM!

The news is not good. Alcohol and drug abuse is a global problem. The U.S., Western Europe and much of the Third World are deeply involved in a drug crisis.

Drug and alcohol abuse within the American workplace is common and widespread, taking its toll in lost productivity, medical expenses and related crime costs.

Illicit drug traffic generates nationwide sales in excess of 90 billion dollars yearly including the production and sale of dangerously popular products we know as PCP, LSD, "uppers," "downers," marijuana, cocaine, heroin and hash.

OUR CHILDREN ARE ENDANGERED

Although public awareness concerning drugs has increased, drug and alcohol problems among youth are on the upswing. An estimated 3.3 million teenagers are problem drinkers. 1 in 16 high school students smoke pot daily. Thousands of children are admitted to drug treatment centers each year. Thousands more *need* help.

Drug and alcohol involvement among young people is linked to failing grades …school dropouts…runaway children…broken families…potential addiction…juvenile crime…even loss of life. The youthful abuser sadly misses out on much of his own childhood and education. Students who do *not* use drugs are seriously affected by classmates who disrupt learning and destroy friendships.

And in our own back yard…the problem persists, despite efforts to bring drug sales and use under control in our neighborhoods and schools.

FACT: The Los Angeles Police Department arrests more narcotics suspects today than ever in the city's history.

FACT: Every day 3 people in L.A. County die in drug related deaths. (A *106%* increase over the last five years.)

FACT: 65%–70% of our children have experimented with drugs and at an increasingly younger age says a government survey.

D.A.R.E.

PREVENTION IS THE ONLY ANSWER

The drug business is profitably operating upon the principle of supply and demand. Bankrupting this business is the goal of concerned individuals and world leaders. Curbing the supply of drugs is an on going challenge that must be met, and tighter law enforcement is essential. But as long as demand exists, business will thrive. *Prevention is the only answer.*

Most strategies in the war against drugs attack the symptoms not the underlying causes of substance abuse. Peer pressure and the desire to "fit in" are the primary reasons young people try drugs and alcohol. More attention must be placed on bolstering a sense of self-worth in our children in an attempt to make them "drug proof"—resistant to pressure from friends and the impact of advertising.

We must reach young people *before* they become involved with alcohol and drugs and help them realize that success and enjoyment are not dependent upon chemical substances. *This new approach to prevention is the focus of Project DARE.*

PROJECT DARE—DRUG ABUSE RESISTANCE EDUCATION

Dare is a joint project of the Los Angeles Unified School District and the Los Angeles Police Department. Under the leadership of Police Chief Daryl Gates and school Superintendent Harry Handler, an innovative prevention program was developed that gives pre-teens the skills necessary to resist drug experimentation.

• DARE TO SAY *NO!*

Project DARE avoids traditional scare tactics that preach the dangers of drugs. Students in the DARE Program learn how to make decisions, how to combat the pressure of the media and their peers, and how to seek out healthy alternatives to drugs and alcohol. *The concept is simple and straightforward—DARE to say "No!"*

• POLICE OFFICERS GO TO SCHOOL

A unique feature of Project DARE is the use of police officers as instructors. DARE officers are assigned full time to a classroom beat. Specially selected officers, with extensive training from school district health specialists, teach weekly lessons and work closely with students during recess and after school to develop a rapport with children that is vital to the success of the program. Officers assigned to DARE have first hand experience with drug abuse and its victims and are an important key to the program's effectiveness.

DARE officers work closely with teachers, sharing with them techniques of drug resistance education and classroom teachers provide important support to DARE lessons.

D.A.R.E.

• PARENT COOPERATION

Parent involvement is vital to the success of drug abuse prevention and is an on-going objective of Project DARE. Workshops are held for parents to make them aware of the signs of substance abuse and to show them how to intervene and where to seek assistance.

• STUDENT COMMITMENT

DARE participants complete the program by taking a stand against drugs. These student commitments are a sure sign that this unique approach to prevention is working.

• BUSINESS COMMUNITY INVESTMENT

A pledge in support of Project DARE is a sound investment in the future of our children. The private sector is an important part of a team effort to help children say *"NO!"* to alcohol and drugs.

PROJECT DARE IN ACTION

DARE lessons focus on four major areas:

- Providing accurate information about alcohol and drugs
- Teaching students decision-making skills
- Showing them how to resist peer pressure
- Giving them ideas for alternatives to drug use

In elementary schools, Project DARE is designed for 5th and 6th graders, soon to be adolescents particularly vulnerable to peer pressure. A similar program has been introduced in selected junior high schools and includes the assistance of school counselors who provide early intervention counseling to those students with potential drug or alcohol problems. A few introductory sessions are given in kindergarten and the early grades, setting the scene for later DARE instruction. Also, a one-day DARE program is available to any public or private school within the city.

DARE instructors involve students in group discussions, lead them in role-playing activities that simulate real-life experiences, and encourage a healthy exchange of ideas and feelings.

DARE TO SAY NO
DARE

D.A.R.E.

DARE WORKS!

The impact of Project DARE has already been significant. According to independent evaluators, students have not only learned to resist drugs but to combat peer pressure in other areas. Teachers and principals already see a decrease in school vandalism and truancy, improved relations between ethnic groups, reduction in gang activity, a more positive attitude toward police, and an improved outlook toward school. *All involved give DARE high marks and recommend that the program become part of every L.A. city school child's education.*

Students enrolled in the DARE program performed 50% better than non-program students in a post-test designed to measure student attitudes and knowledge concerning substance abuse.

Participation in Project DARE brings about significant changes in student attitudes and knowledge concerning drug and alcohol use. Without a doubt, DARE has already achieved a high degree of success both in its impact on students and its unqualified acceptance on the part of educators.

DARE NEEDS *YOU*

The need for effective drug abuse education is no longer debatable. Project DARE is on its way to providing an on-going solution to a critical problem in the Los Angeles community.

Ideally, Project DARE should be expanded to reach all students in L.A.'s 410 elementary and 73 junior high schools. We have a long way to go, and neither the city school district nor the L. A. Police Department can fully fund such a program. Expansion calls for additional qualified instructors as well as support materials for students and teachers.

The success of DARE depends not only on well-designed curriculum and dedicated police officers but on the willingness of our citizens and business sector to provide financial support. Continued aid is also being sought through private and government grant application.

DARE TO SAY *YES!*

An investment in Project DARE is an investment in protecting the health and potential of half a million students…an investment in the future of our next employees, neighbors and citizens…an investment in our own future.

Dare to say *Yes!* in support of Project DARE and drug abuse prevention, an educational effort that shows every sign of becoming project HOPE!

DRUGS
ARE EVERY
ONE'S
PROBLEM

D.A.R.E.

For additional information concerning
Project DARE, please contact:

Project DARE
Juvenile Division
Los Angeles Police Department
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213/485-4087

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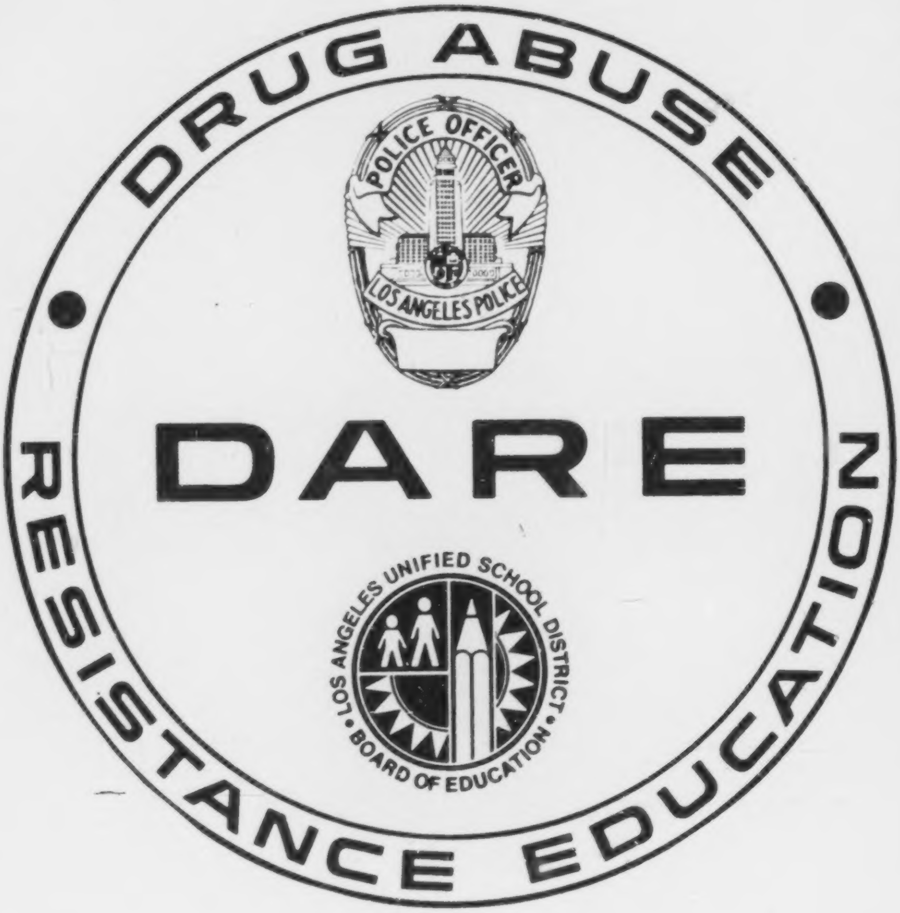
Project DARE is a cooperative effort of the Los Angeles Police Department
and the Los Angeles Unified School District


DRUG ABUSE
RESISTANCE EDUCATION
DARE
POLICE OFFICER
LOS ANGELES POLICE
LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

LOS ANGELES POLICE DEPARTMENT

DRUG ABUSE EDUCATION UNIT

(213) 485-4856

DRUG ABUSE RESISTANCE EDUCATION
(DARE)

In January 1983, Chief of Police Daryl F. Gates of the Los Angeles Police Department (LAPD) aproached Dr. Harry Handler, Superintendent of the Los Angeles Unified School District (LAUSD), and expressed his concern regarding the current drug problems facing society. As a result of this meeting, a task force comprised of LAPD and LAUSD personnel was appointed to develop a drug abuse prevention program to be presented to elementary school children.

During the development of the curriculum, numerous drug abuse education programs were examined. It was agreed that a prevention program was best suited for the targeted age group. Existing prevention models which dealt with peer pressure techniques, self-management skills (decision making, values clarification, and problem solving), positive lifestyles, and alternatives to drug use, appeared to be experiencing the highest degree of success. As a result of this study, a cooperative LAPD/LAUSD drug abuse prevention program entitled Drug Abuse Resistance Education (DARE) was developed for presentation to 5th and 6th grade students. The curriculum of this program focuses on peer resistance training, self-concept improvement, and value decisions concerning respect for the law and personal safety.

Commencing in September, 1983, a pilot program began with ten Los Angeles Police Officers assigned as substance abuse instructors in Los Angeles City Schools. Prior to entering the classroom, each of the officers participated in an eighty-hour training course which included curriculum on teaching techniques as well as elementary school operations, preparation of visual aids, officer-school relationships, development of self-esteem, peer pressure resistance techniques, narcotic recognition, communication skills, child development, and classroom evaluations.

Each officer was assigned to five elementary schools and reported to a separate campus each day of the school week. By maintaining a 5:1 ratio of schools per instructor, it was possible for the ten officers to present weekly programs at fifty schools during the 1983/84 school year.

When presenting the curriculum to the 5th and 6th grades, the officers taught from specific lesson plans prepared by LAUSD curriculum specialists. In addition to these presentations, the officers were also responsible for coordinating an abbreviated program to students in grades K-4 and for working in concert with the school principals to provide drug abuse training to the respective parent groups.

Based on the first year's experience and the suggestions of an independent evaluator from the Evaluation and Training Institute, modifications were made in DARE prior to the start of the 1984/85 school year. These modifications did not change the content or the focus of the program, but were instituted to make DARE more workable and effective. A pilot program at the junior high level was initiated in the 1984/85 school year, and a condensed One-Day DARE Program was made available to private and public elementary schools not participating in the full program.

The success and future of this program will depend not only on the curriculum presentation, but also on the ability of the concerned citizens and businesses of Los Angeles to financially support drug prevention education. In a time of fiscal austerity for municipal governments, it becomes necessary for the Police Department and the School District to look to the community and private sector for this type of support.

DARE was selected as the recipient of a State Grant for the suppression of drug use in schools. These funds were used to add four additional officers to the program in 1984/85. If continual funding can be obtained, the DARE Program will continue to expand until it is part of the regular curriculum for every elementary school child within the City of Los Angeles. This planned expansion calls for an increase from the ten officers originally assigned to the pilot program to approximately fifty-three instructors needed for full implementation in all elementary and junior high schools. By June 1985, DARE will have impacted 276 of the 360 elementary schools and 16 of the 65 junior high schools in the City.

The costs of combating adolescent drug abuse are high, but the benefit to society is a sound investment. We must acknowledge that the welfare of our society rests upon the ability of our children to cope with the responsibilities and stresses which they will inherit as our future leaders and workers.

Since its inception, DARE has served as a model program for agencies throughout the country. In order to assist other communities in developing programs to meet their needs, DARE has developed a biannual training class for other agencies. Interest in this training has been widespread. Additional information is available through the DARE Program office.

The Los Angeles Police Department and the Los Angeles Unified School District have undertaken an innovative and bold step in society's battle to deal with drug abuse. With the continued expansion and success of the DARE Program, this generation and future generations should see a healthier society grow and flourish.

DARE LESSONS

1. **PRACTICES FOR PERSONAL SAFETY** – Used to acquaint students with role of police and review practices for safety of students.

2. **DRUG USE AND MISUSE** – Helps students understand harmful effects of drugs if they are misused.

3. **CONSEQUENCES** – Helps students understand that there are many consequences, both positive and negative, that result from using and choosing not to use drugs.

4. **RESISTING PRESSURES TO USE DRUGS** – To make students aware of kinds of peer pressure they may face and to help them learn to say no to offers to use drugs.

5. **RESISTANCE TECHNIQUES -- WAYS TO SAY NO** – Teaches students ways to say no in resisting various types of pressure.

6. **BUILDING SELF-ESTEEM** – Helps students understand that self-image results from positive and negative feelings and experiences.

7. **ASSERTIVENESS: A RESPONSE STYLE** – Teaches that assertiveness is a response style that enables a person to state his or her own rights without loss of self-esteem.

8. **MANAGING STRESS WITHOUT TAKING DRUGS** – Helps students recognize stress and suggests ways to deal with it other than by taking drugs.

9. **MEDIA INFLUENCES ON DRUG USE** – Helps students develop the understanding and skills needed to analyze and resist media presentations about alcohol and drugs.

10. **DECISION MAKING AND RISK TAKING** – Helps students apply the decision making process in evaluating the results of various kinds of risk-taking behavior, including that of drug use.

11. **ALTERNATIVES TO DRUG USE** – Helps students find out about activities that are interesting and rewarding and that are better than taking drugs.

12. **ROLE MODELING** – Older student leaders and other positive role models that do not use drugs talk to younger students to clarify the misconception that drug users are in the majority.

13. **FORMING A SUPPORT SYSTEM** – Students will be able to develop positive relationships with many different people in order to form a support system.

14. **RESISTING GANG PRESSURES** – Students will be able to identify situations in which they may be pressured by gangs and to evaluate the consequences of the choices available to them.

15. **DARE SUMMARY** – Helps students summarize and assess what they learned from the program.

16. **TAKING A STAND** – Students complete own commitment and present to class. Helps them respond effectively when pressured to use drugs.

17. **CULMINATION** – Special exercise for all students.

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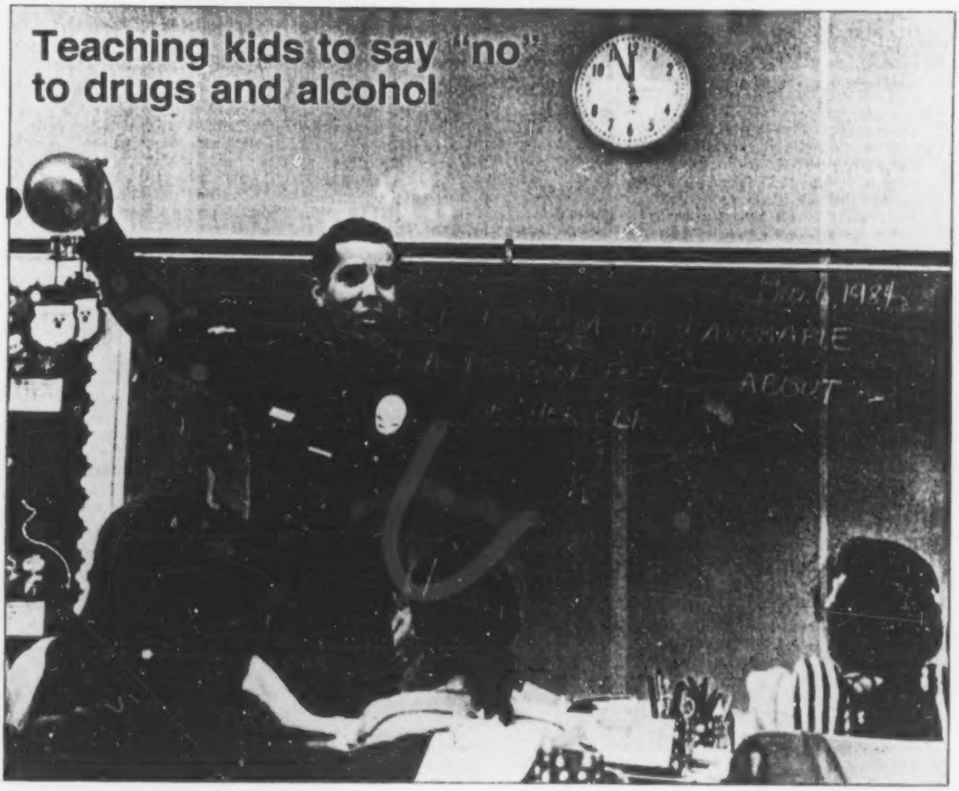


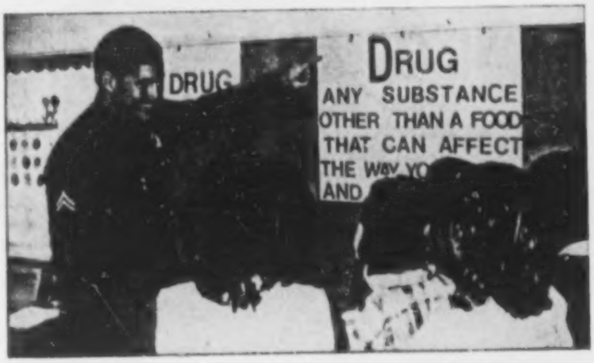
Teaching kids to say "no" to drugs and alcohol

National Institute of Justice/NCJRS

SNI 196, March 1986

Project DARE: Teaching kids to say "no" to drugs and alcohol

by William DeJong



A Los Angeles elementary school class listens as Police Officer Thomas Lendzion points out the dangers of early drug and alcohol use. He is one of 19 Project DARE team members teaching in L. A. schools. Eventually, the team will be expanded to 53 to cover all elementary schools in the city.

> Dear Chief Gates,
>
> I have learned to say no to drugs and never take drugs. It messes your life up and the people who take drugs are stupid.
>
> I was offered drugs and I said no. He put it in my face, and I took it and stepped on it and hit him. He said it was good. I thought about Officer Sumpter and how he said to say no.
>
> Shawn, Fifth Grade

Shawn's letter, and thousands of equally enthusiastic letters from other fifth and sixth grade students, bring a smile of satisfaction to Los Angeles Chief of Police Daryl F. Gates. Shawn, a recent graduate of Project DARE (Drug Abuse Resistance Education), obviously learned his lessons well.

A joint project of the Los Angeles Police Department and the Los Angeles Unified School District, Project DARE is designed to equip elementary and junior high school children with the skills for resisting peer pressure to experiment with drugs and alcohol. The goal, in short, is to teach kids how to say "no." A growing consensus among experts in education and medicine holds that substance abuse prevention must begin early, well before children have been led by their peers to experiment with drugs and alcohol. Most important, Project DARE introduces this training just at the time when the peer pressure begins.[1]

DARE's instructors are Los Angeles police officers on full-time duty with the project. Assigned to five schools per semester, the officers visit their classrooms once a week to present an innovative curriculum developed by school district personnel. Veteran police officers with several years of street experience, the DARE instructors have a credibility unmatched by regular classroom teachers. Equally important, the officers are good teachers. They are carefully selected by DARE's supervisory staff and then fully trained by health specialists from the school district. The DARE supervisors make frequent visits to monitor the instructors' classroom performance.

Project DARE began when Chief Gates approached the Superintendent of Schools, Dr. Harry Handler, in January 1983 to enlist support for a cooperative effort to combat drug and alcohol use. Traditional law enforcement efforts to control the distribution and sale of illicit drugs on school campuses, primarily through periodic "drug busts," made little impact and alienated students and school personnel from police. Chief Gates suggested that a new approach, focused on prevention, and designed to build trust between the schools and law enforcement, was needed. Dr. Handler agreed. A task force comprised of police and school personnel was appointed to develop the Project DARE training program.

Chief Gates has assigned 19 line officers to the project, with plans to increase that number to 53 to extend coverage to every elementary school in Los Angeles. A junior high school curriculum, coupled with early intervention counseling of high-risk students by school counselors, is also being implemented. When it is fully in place, Project DARE will reach more than 250,000 school children annually.

William DeJong is a research analyst specializing in the fields of education and criminal justice. An independent consultant, Dr. DeJong's present clients include the Education Development Center and Abt Associates. He is the author of several monographs and journal articles in the fields of criminal justice, education, and research methodology.

[1] D.B. Kandel and J.A. Logan, "Patterns of Drug Use from Adolescence to Young Adulthood: I. Periods of Risk for Initiation, Continued Use, and Discontinuation." *American Journal of Public Health* 74 (1984).

Chief Gates believes that Project DARE is good policing, well worth the commitment of department resources: If elementary and junior high school students can say "no" to drugs, demand for illicit drugs will drop, and drug-related street crime will be reduced. At stake, he asserts, is the future. "The police must work with the schools and the private sector to secure that future for today's kids," Chief Gates emphasizes.

Building self-esteem

Officer Bill Guerrero, unarmed, but in full uniform, holds up a bright red balloon for his class to examine. The students are attentive, obviously enjoying their sixth Project DARE lesson.

"This is our self-esteem balloon," Officer Guerrero says, smiling. "When good things happen to us, our self-esteem balloon grows." He blows up the balloon.

"But when bad things happen to us, what happens to our self-esteem balloon? That's right." He lets out all the air, making a loud rasp. The kids laugh.

"Everyone does something well," the officer continues. "Identifying our own strengths is important in building a positive self-image. We don't have to rely on others to blow up our self-esteem balloon. By pumping up our own self-esteem, we can take more control over our own behavior."

Officer Guerrero then reads "Bill's Balloon," a story designed to show that a child's experiences can either strengthen or weaken self-esteem, represented by the balloon.

"7:00 a.m. Bill wakes up, gets out of bed, and walks toward the bathroom. He discovers that it is already occupied by his sister. He hears his mother call to him, 'Bill, you leave her alone and stop picking on her.'"

The officer holds up the balloon. "What happens to Bill's self-esteem?"

"It goes down!" two or three students call out.

"9:00 a.m. Bill goes to class. The teacher asks for his homework. He tells her that he forgot to do it. The teacher reminds him that it will count against his grade in work habits." Officer Guerrero looks expectantly at the class. "What happens?"

"Down!"

"10:30 a.m. Bill meets his friends during nutrition class. One of the boys in the group teases him about not wanting to smoke cigarettes after basketball yesterday. Bill ignores him."

"Up!"

"That's right!" Officer Guerrero fills the balloon until it is ready to burst.

Officer Guerrero is a gifted teacher but not an unusual one for Project DARE. The reasons for this excellence are clear: careful selection and rigorous training.

Through an 80-hour seminar prepared and taught by school district personnel, all new DARE instructors become well versed in a variety of teaching techniques, counseling strategies, and classroom management. A key component of their training is preparing and teaching one of the DARE lesson plans to fellow trainees. Upon completion of their training, the new instructors receive a vocational teaching certificate from the State of California. Normally, DARE instructors stay with the program for 2 or 3 years before reassignment.

Inservice training guarantees that the instructors' skills remain sharply honed. During the school year, the instructors hold biweekly meetings to discuss and solve classroom problems. In addition, once each year, the instructors attend a week-long training session to refresh their training and refine the curriculum.

The instructors' work extends beyond the classroom. Recess is spent on the playground with the students, helping them get to know the police officers as friends. Time is also set aside for meetings with principals and teachers to discuss their concerns. For parents, an evening session provides information on symptoms of drug use, ways to improve family communication, and counseling resources.

Being "Officer DARE" is hard work but, without exception, the instructors find that the personal rewards are tremendous. Quite simply, the kids love them.

D.A.R.E. TO KEEP KIDS OFF DRUGS.

Los Angeles Police Chief Daryl F. Gates introduces Project DARE to assembled children at the Lorne Avenue Elementary School. The importance of the program is underscored by the participation of California Governor George Deukmejian, seated next to Chief Gates. Police Officer Joel Price is on the right and Superintendent of Schools Harry Handler is in the background.

Project DARE: Teaching kids to say "no" to drugs and alcohol

Learning how to resist pressure

Why do young teenagers so often experiment with harmful substances?[2] Drug and alcohol use among adolescents typically begins in a social setting involving peers or relatives.[3] Unfortunately, adolescents are often more concerned with their acceptance within a peer group than with the long-term risks of their behavior. Traditional drug abuse programs dwell on drug identification and the harmful effects of drugs and alcohol. With Project DARE, the emphasis is on helping students recognize and resist the sometimes subtle pressures that cause them to experiment with alcohol, marijuana, and other drugs.[4]

Through the DARE lessons, students learn that:

- Real friends will not push them into trying drugs and alcohol.
- Contrary to popular myth, the majority of their peers do not use these substances.
- Being grown up means making their own decisions and coping with problems in a positive way.
- They can assert themselves in the face of peer pressure.

The lessons also stress that a child who feels good about himself, who can communicate his feelings, who can foresee the consequences of his behavior, and who can identify alternatives to drug use will be better prepared to resist the temptation to try drugs and alcohol.

Ways to say no

a. Saying "No thanks"	"Would you like a drink?" "No thanks."
b. Giving a reason or excuse	"Would you like a beer?" "No thanks. I don't like the taste."
c. Broken record or saying no as many times as necessary	"Would you like a hit?" "No thanks." "Come on!" "No thanks." "Just try it!" "No thanks."
d. Walking away	"Do you want to try some marijuana?" Say no and walk away while saying it.
e. Changing the subject	"Let's smoke some marijuana." "I hear there's a new video game at the arcade."
f. Avoid the situation	If you know of places where people often use drugs, stay away from those places. If you pass them on the way home, go another way.
g. Cold shoulder	"Do you want a beer?" Just ignore the person.
h. Strength in numbers	Hang around with nonusers, especially where drug use is expected.

The DARE curriculum is organized into 17 classroom sessions conducted by the police officer, coupled with suggested activities taught by the regular classroom teacher. A wide range of teaching activities are used—question and answer, group discussion, role play, workbook exercises, all designed to encourage student participation and response.

The following brief summaries of each lesson capture the scope of the DARE curriculum and show the care taken in its preparation. All of these lessons were pilot tested and revised before widespread use began.

1. Practices for personal safety. The DARE officer reviews common safety practices to protect students from harm at home, on the way to and from school, and in the neighborhood.

2. Drug use and misuse. Students learn the harmful effects of drugs if they are misused, as depicted in a film, "Drugs and Your Amazing Mind."

3. Consequences. The focus is on the consequences of using or choosing not to use alcohol, marijuana, and other drugs. If students are aware of those consequences, they can make better informed decisions regarding their own behavior.

4. Resisting pressures to use drugs. The DARE officer explains different types of pressure that friends and others exert on students to get them to try alcohol or drugs, ranging from friendly persuasion and teasing to threats.

5. Resistance techniques: ways to say no. Students rehearse the many ways of refusing offers to try alcohol or drugs—simply saying "no" and repeating it as often as necessary; changing the subject; walking away or ignoring the person. They learn that they can avoid situations where they might be subjected to such pressure and can "hang around" with nonusers.

6. Building self-esteem. Poor self-esteem is one of the factors associated with drug misuse. How the students feel about themselves results from positive and negative feelings and experiences. They learn to see their own positive qualities and discover ways to compliment others.

---

[2] According to a 1983 survey of graduating high school seniors, approximately one-third reported having used an illicit drug within the last 30 days. L.D. Johnston, P.M. O'Malley, and J.G. Bachman, *Drugs and American High School Students 1975–1983* (Rockville, Maryland: National Institute on Drug Abuse, 1984).

[3] J.M. Polich, P.L. Ellickson, P. Reuter, and J.P. Kahan, *Strategies for Controlling Adolescent Drug Use* (Santa Monica, California: Rand, 1984).

[4] Four programs that are similar but do not involve police officers as instructors are reviewed by G.J. Botvin and T.A. Wills, "Personal and Social Skills Training: Cognitive-Behavioral Approaches to Substance Abuse Prevention," in *Prevention Research: Deterring Drug Abuse Among Children and Adolescents*, ed. by C.S. Bell and R. Battjes (Rockville, Maryland: National Institute on Drug Abuse, 1985).

7. Assertiveness: a response style. Students have certain rights—to be themselves, to say what they think, to say no to offers of drugs. They must assert those rights confidently without also interfering with others' rights.

8. Managing stress without taking drugs. Students learn to recognize sources of stress in their lives and to develop techniques for avoiding or relieving it, including exercise, deep breathing, and talking to others. Using drugs or alcohol to relieve stress causes new problems.

9. Media influences on drug use. The DARE officer reviews strategies used in the media to encourage tobacco and alcohol use, including testimonials from celebrities and pressure to conform.

10. Decisionmaking and risk taking. Students learn the difference between bad risks and reasonable risks, how to recognize the choices they have, and how to make a decision that promotes their self-interest.

11. Alternatives to drug abuse. Drug and alcohol use are not the only way to have fun, to be accepted by peers, or to deal with feelings of anger or hurt.

12. Alternative activities. Sports or other physical fitness activities are good alternatives. Exercise improves health and relieves emotional distress.

13. Officer-planned lessons. The class is spent on a special lesson devised by the DARE officer himself.

14. Role modeling. A high school student selected by the DARE officer visits the class, providing students with a positive role model. Students learn that drug users are in the minority.

15. Project DARE summary. Students summarize and assess what they have learned.

16. Taking a stand. Students compose and read aloud essays on how they can respond when they are pressured to use drugs and alcohol. The essay represents each student's "DARE Pledge."

17. Assembly. In a schoolwide assembly, planned in concert with school administrators, all students who participated in Project DARE receive certificates of achievement.

> Dear Chief Gates,
>
> I really enjoyed the DARE program because the officers were very nice and made you feel comfortable when you asked dumb questions. Thank you for telling the officers to come to our school and for giving us the nicest ones!
>
> I really think that the DARE program is a super neat thing and I will resist drugs and will not get addicted for as long as I live. I will always remember the nice officers who came to our school.
>
> Never Using Drugs,
> Olga, Sixth Grade

Project DARE represents a major financial investment on the part of both the Los Angeles Police Department and the Los Angeles Unified School District. Public officials are convinced, however, that this cost is inconsequential when compared to the price Los Angeles pays each year in ruined lives and street crime caused by substance abuse.

Vigorous efforts by the police department have led to growing corporate foundation support. Efforts to generate donations from private citizens are underway, aided greatly by in-kind contributions from a California ad agency that designed promotional materials. In Los Angeles, both private and public resources stand ready to combat drug and alcohol abuse by the city's young people.

Can other cities adopt the DARE approach? Successful replication of Project DARE hinges on strong cooperation between local schools and law enforcement. In many cities, building that cooperation may appear to be an insurmountable obstacle. But, as Chief Gates has shown, the police can make the first move.

Since its inception, Project DARE has served as a model program for agencies throughout the country. To assist other communities in developing programs to meet their needs, DARE has developed a training class open to officials from other jurisdictions.

For additional information, contact:

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213–485–4856

Police Officer Lorrie Bostic carries the Project DARE lessons to the playground.

STATEMENT OF
WILLIAM J. BENNETT
SECRETARY OF EDUCATION
U.S. DEPARTMENT OF EDUCATION

BEFORE THE HOUSE COMMITTEE
ON EDUCATION AND LABOR
AUGUST 6, 1986

Mr. Chairman and members of the committee, I am pleased to have this opportunity to submit a statement for the record on the problem of drug use among American school children.

As you -- the members of the committee -- and all Americans know, this Administration has a record of leadership in combatting drug abuse throughout our society. On Monday, the President restated his determination to see that we become a drug-free nation, and he announced his intention to offer new proposals toward this end. In addition, the First Lady has worked tirelessly against drug use; her particular priority has been the encouragement of greater efforts to protect our children from drugs. Her "Just Say No" campaign is the Nation's foremost effort to encourage children to resist illegal drug use.

My concern with student drug use began long before my arrival at the Department of Education -- or even in Washington. That concern has deepened during my tenure as Secretary. In recent months, I have been discussing this problem with parents and educators on visits to schools throughout the country. In addition, I have been meeting with narcotics officers around the country to discuss the problem of school-age drug use.

How serious is our school-age drug problem? The best and most recent survey tells us that in 1985 sixty-one percent of all high school seniors -- roughly two million young men and women -- had tried illicit drugs. Forty-one percent had used drugs other than marijuana.

Most initial experiences with drugs now occur before high school. Almost one-third of the seventh graders in the State of New York, for example, reported that they had used illegal drugs before entering the seventh grade. In a 1983 poll, 25% of fourth graders reported pressure among their peers to try alcohol and marijuana. Among seventh graders, fifty percent reported pressure to try marijuana.

Now, some of these numbers -- particularly those pertaining to regular marijuana use -- are actually lower than they were in the late 70's. But the levels of use remain unacceptably high, and the use of some drugs has gone up. Thirteen percent of high school seniors -- the highest percentage ever -- say they have used cocaine at least once in the last year.

Recently, a new, more powerful form of cocaine has become popular with some of the nation's young people in both the cities and suburbs. It's called crack. Crack is relatively inexpensive and is easier to use than cocaine. Its effect is quicker and more potent, and it may be the most addictive substance known to man. According to press accounts, some users report addiction after just one use.

The use of PCP, or phencyclidine, is also on the rise in some areas. It's particularly popular among inner-city teens. PCP is considered one of the most dangerous drugs available: it attacks the neo-cortex -- the portion of the brain that controls irrational impulses. This drug is a recipe for disaster for the user and for all those who happen to be around him.

The facts on drugs are alarming. They're alarming to us, and they're alarming to our children as well. In 1985, when 13- to 18-year-olds were asked by the Gallup Poll to identify the biggest problems confronting young people today, drugs topped their list. No other problem came close. In addition, four out of five high school students report that state laws regarding drug dealing are too lenient. And four out of five report that state laws regarding drug use -- including marijuana use -- are too lenient. Our children are seeking more forceful help from us.

Drug use concerns our children. It concerns us all. And it's a special concern for our schools. Why? Let me offer three reasons.

First, because students are taking drugs in our school buildings. Among 1985 high school seniors who said they had used cocaine in the last year, 22 percent reported using it in school. Forty-six percent of heavy drug users report using marijuana in school within the last year.

Second, drug use is a school problem because it undermines students' academic performance. Research tells us that students who use marijuana regularly are twice as likely as other students to average D's and F's. A study conducted in Philadelphia found that drop-outs are twice as likely to be frequent drug users. I think the case here is clear: when students are using drugs, chances are they are not going to be learning.

Third, drugs can disrupt an entire school. When large numbers of students in a class are on drugs, or absent, the academic progress not just of the users, but of all those around them who have the good sense and courage to resist drugs, is retarded. And concentrated drug use brings to a school all those illegal activities whereby users support their habit.

So, the question is, what do we do about school-age drug use?

School-based programs of drug prevention are relatively new, and evaluations of the programs are newer still. We are, however, getting an idea of what methods often do not work.

We know that providing information is ineffective when the focus is on the effects of drug use occurring far in the future, and when the description of those effects is overblown.

We also know that approaches that treat drug use as a response to emotional problems, and concentrate on treating those problems, are usually not very effective.

But there is hope. We are gaining an idea of the sorts of approaches that work. Treating drug use as a social phenomenon -- as a response to pro-drug messages given by peers, adults, and the media -- shows considerable promise. This means that we must make sure that school authorities send a clear, unequivocal message to children that drugs are wrong and dangerous, and that they should be rejected. It means telling them of the short-term effects that come with drug use. And it means reinforcing student opinion against drug use.

There is also evidence that the qualities conducive to drug-free schools are the qualities that characterize *good* schools. Among their common characteristics are strong leadership, school-wide emphasis on basic skills, and high teacher expectations.

In his *Gorgias*, Plato tells us that no one can be a good citizen alone. Well, no one is going to solve the drug problem alone either.

Parents must be actively involved. They must tell their children that the use of illegal drugs will not be tolerated, and they must enforce this lesson by the power of their own example. Parents must support educators and encourage them to take all necessary steps to get drugs out of our schools. Parents must also help each other by supervising children and seeing that healthy drug-free activities are available. And they should contact school personnel and other parents when they have reason to believe that children from other families are involved with the use of illegal drugs.

Communities are going to have to pull together. They are going to have to get tough. They must work with law enforcement officials and organize other community agencies to ensure that schools have the support they need to fight drugs. It will not be easy. But where there are drugs, for the sake of the children, these things must be done.

School boards can lead the way by setting tougher rules themselves. In the words of the Washington Post, school boards should "give ... administrators the best tool they could have: the ability to expel students involved in drug activity. Kick the pushers out."

What is the federal government's role in addressing the problem of student drug abuse? Clearly, we have a major part to play in the enforcement of laws governing drug use and drug sales. The federal government has a potent new weapon in the Comprehensive Crime Control Act of 1984, which makes it a federal crime to distribute a controlled substance within 1000 feet of a school. Earlier this summer, several Washington students, who were 18 and 19 years old, were indicted under the Act. If convicted, the students could serve up to 30 years in jail. "If they can sell drugs," says U.S. Attorney Joseph diGenova, "they can do the time."

"To those who perceive these charges as heavy-handed," he added, "I suggest they go into the schools where teachers and principals are fighting to maintain civility...."

In the 1986 fiscal year the federal government will spend $1.7 billion to support anti-drug programs. These funds will be devoted to law enforcement efforts, prevention, medical treatment, and research. In addition, the federal government provides $300 million to state-administered alcohol and drug services. We at the Department of Education are working with a number of federal agencies on the drug abuse problem. The Department is represented on the Cabinet's Domestic Policy Council Working Group on Drug Abuse and Health issues, which coordinates federal efforts against drug abuse. In addition, we participate with the Justice Department in the Coordinating Council on Juvenile Justice and Delinquency Prevention. And the Department of Education has joined with the National Institute for Drug Abuse to sponsor a series of regional conferences for state alcohol and drug abuse prevention personnel and parent groups. The Administration is now in the process of preparing plans to expand these efforts.

The Department of Education also administers an alcohol and drug abuse education program through its Office of Elementary and Secondary Education. Since 1976, this program has funded prevention efforts that foster a "school team approach." Typically, a team consisting of school administrators, teachers, parents, students, and community members submits a proposal for prevention efforts and receives training at one of five regional training centers funded under the Department's program. The program has trained 4,650 teams and a total of 18,700 individuals. In 1985, this program was supported by $4 million from non-federal sources in addition to the monies provided by the Department of Education.

Over the years, perhaps the most important role of the federal Department of Education has been to provide information: information on the condition of American education, and on which educational methods are effective, and are working, and which are not.

I believe that drug prevention is a realm in which our dissemination of information can make a particularly important contribution. We need to get the word out. We need to tell the people in the trenches -- the parents, teachers, principals, school boards, and religious and community groups -- what works in preventing drug use.

Early this year I asked my staff to initiate an intensive study of the available research on drug abuse in our schools and to determine the elements of effective prevention programs. In March I announced that a report to the American people, offering practical recommendations, based on the best available research, would be available in September. The book will be a follow-up to **What Works**, a guide to effective educational techniques that has proved remarkably popular.

Like **What Works**, our new book on preventing drug use, entitled **Schools Without Drugs**, will be a straightforward, useful summary of the best information available on the subject. Like **What Works**, it will be aimed not at other researchers or other bureaucrats, but at the nation's chief educational practitioners -- parents, teachers, principals, and school administrators. It will be a handbook that they can understand, and that they can use -- and that they can obtain free of charge. We think it will be a valuable guide in communities' assault on drugs.

I am also encouraged by the Congressional interest in preventing drug use. Early this year when I spoke about the problem before the National Governors' Association, it was clear that the concern of many state officials was growing. In March, I called upon college and university trustees to take a tough stand against drug use on campus. Last month, when I made a similar request to college and university presidents, many in the media, many in government, and many citizens throughout the country thought this warranted serious attention. Moreover, Senator Quayle and Congressman Shaw have introduced a resolution to place the Congress on record in support of such a request.

Similarly, when I testified before Congressman Rangel's Select Committee on Narcotics Abuse and Control, I suggested that consideration be given to withholding Federal funds from educational institutions that fail to make a serious effort to protect students from drugs. Congressman Clay Shaw has acted on this. Last week he introduced, and the House passed, an amendment to prevent any Department of Education funds contained in the fiscal 1987 Labor/HHS/Education Appropriation bill from being provided to any educational institution that does not have a drug prevention program. This and other proposals to deter drug use should be carefully considered.

As part of the Administration's plan to fight drug abuse on all fronts, we are developing proposals for extending Federal support for drug prevention programs in our schools. The President has made the creation of drug-free schools a primary goal of his new initiative. You will be hearing more from us on mechanisms to help achieve this goal. We welcome suggestions from the Congress as well, and I look forward to working with the Congress in the effort to eliminate the scourge of drugs from our Nation.

American Bar Association

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EDITOR WASHINGTON LETTER
Rhonda J. McMillan

August 6, 1986

The Honorable Augustus F. Hawkins
Chairman
Committee on Education and Labor
U.S. House of Representatives
Washington, DC 20515

Dear Mr. Chairman:

I understand that today your Committee will hold hearings on drug abuse prevention and treatment. I want to commend your Committee for its initiative in promptly holding hearings on this matter.

The substance abuse problem experienced by our children is so pervasive and threatening that no segment of society can conscionably ignore its impact. The American Bar Association, realizing that many lawyers and judges have daily contact with substance-abusing children or their families, decided in 1984 to create an Advisory Commission on Youth Alcohol and Drug Problems, under the direction of the Section on Individual Rights and Responsibilities, to advise the legal profession on the best ways for lawyers and judges to address this national tragedy. The Commission developed recommendations. Twenty policies, based on these recommendations, were adopted by our ABA House of Delegates in July 1985.

The policies stress prevention, education and treatment of youth with alcohol and drug abuse problems. They also recommend certain changes in the relevant law and legal procedures involving adolescents. Enclosed is a copy of the policies, as well as the Commission's report that accompanied the recommendations when they went to our House of Delegates. The report itself does not constitute ABA policy but provides background on the recommendations. We ask that this letter and these enclosures be made a part of your hearing record.

During the course of national field hearings held by our Commission, it became apparent to the Commission that there are many opportunities for the legal profession, as well as other professional groups

GOVERNMENTAL AFFAIRS OFFICE
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who have consistent access to children, to influence through legal channels destructive drug and alcohol experimentation by youth. A major focus of our efforts, therefore, centers on legislative reforms to 1) enhance access to treatment; 2) protect adolescents from the life-threatening consequences of alcohol or drug abuse by themselves, their families or friends; and 3) penalize persons who illegally give alcohol and drugs to minors. At the same time, we are working with judges and lawyers to heighten their awareness of the problems associated with alcohol and drug abuse and to encourage utilization of the legal system to assist children and families suffering from substance abuse.

As your Committee considers proposals to address the national tragedy of adolescent substance abuse, the American Bar Association and its Advisory Commission on Youth Alcohol and Drug Problems want to extend our support for expanded education and prevention programs.

Sincerely,

Robert D Evans

Robert D. Evans

RDE:saw
0521M

Enclosure

cc: Members of the Committee on Education and Labor

the American
Council
for Drug
Education

Washington, D.C. Office
5820 Hubbard Drive
Rockville, Maryland 20852
301 984 5700

New York City Office
116 East 64th Street
New York, New York 10021
212 758 8060

TESTIMONY FOR DRUG ABUSE PREVENTION

Drug abuse poses immense peril to the present and future life of the United States. Today's epidemic runs rife among children and adults. No one is immune: it touches individuals, families, and the larger American society, bringing with it health problems, crime, accidents, and the tragedy of lives without purpose and death too early.

Initiatives to reduce the supply of drugs, and programs organized to treat the drug dependent are important responses to the drug epidemic. However, they provide only partial solutions. Sound prevention efforts offer the only reasonable hope for successfully addressing this national epidemic.

The American Council for Drug Education (5820 Hubbard Drive, Rockville, Maryland 20852) is convinced that only an aggressive, national prevention effort, emanating concurrently from our traditional institutions -- public and private; secular and religious; commercial and humanitarian; economic, political, and social -- is capable of responding forcefully enough to make a difference. These institutions need to be convinced that their involvement is essential to solve the problem; these concerned parties need the requisite tools to reach their particular target groups, for example, students, professional members, employees, patients, etc. These efforts must be facilitated and coordinated so that clear and consistent messages are communicated, duplication is avoided, and successive efforts built upon and reinforced.

Formerly the American Council on Marijuana and Other Psychoactive Drugs, Inc.

The American Council for Drug Education sees the key to prevention in: leveraging existing institutions to respond aggressively, effectively, collectively, and immediately to the drug problem; and providing the tools needed to make drug prevention a routine, ongoing function within these institutions (for example, it should be a part of: school curricula at the elementary, secondary, and university levels; employee orientation; continuing education; teacher/physician/social service personnel training; etc.)

To address this national epidemic, one of the efforts the American Council for Drug Education is currently completing is an initiative entitled Building Drug-Free Schools. This comprehensive K-12 drug prevention kit is designed to provide school administrators, teachers, parents, and other community members with a detailed guide to school-based drug prevention. The kit spells out workable drug policies; provides complete and easy-to-use, age-appropriate activities in its curriculum; and provides schools with specific examples of how to work with parents and other existing community resources in building drug-free schools. The Advisory Panel for Building Drug-Free Schools included educational leaders from the following organizations: United States Department of Education; National Association of Secondary School Principals; National School Boards Association; Parents' Resource Institute for Drug Education; National PTA; National Education Association; and the National Association of Independent Schools.

Building Drug-Free Schools, underwritten by numerous grants, will be available from ACDE in October 1986.

the American Council for Drug Education

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1985 Highlight Summary

The ACDE is a non-profit organization that educates the American public about the negative consequences associated with drug and alcohol abuse. ACDE accomplishes this by publishing educational materials, creating educational programs, reviewing scientific findings, developing media campaigns, and promoting research. The following are highlights of our 1985 activities.

During 1985 we made several important contributions to further drug education and prevention through our comprehensive Educator's Project, our elementary school prevention program, and through our publications Cocaine: The Bottom Line; Urine Testing in the Workplace; and Alcohol and the Adolescent. We produced "Cocaine Diary," a new film for adolescents and young adults, and we prepared guides on Drugs and Pregnancy for physicians and patients reached by the nationwide Healthy Mothers/Healthy Babies Coalition.

As a follow-up to our monograph Urine Testing in the Workplace, we are designing a year-long drug awareness program for industry to educate personnel about the problems that drug use causes in the workplace. Recently we developed in conjunction with the American Lung Association a program called "Marijuana: A Second Look," which used the cast of the TV series "Fame" to proclaim "You Can't Fly If You're High." This school-based program was designed for 4th through 6th grades and was introduced to our nation's schools through Weekly Reader magazine. The ACDE trained the "Hollywood All Stars" (12 teen-age celebrities) on the health hazards of marijuana to help launch this program in local communities.

The Council has produced three films, the aforementioned "Cocaine Diary," "Danger Ahead: Marijuana on the Road," and the winner of the top award in its class at the New York Film and TV Festival -- "Wasted: A True Story." ACDE has initiated a prevention program for 4th through 8th grades and a series of special ADOPT-A-SCHOOL programs that expand elementary and high school print and film resources on drug prevention. Through the generosity of the Metropolitan Life Foundation, United Services Life Insurance Company, the Helen Clay Frick Foundation, and numerous consortia of civic groups, these films, teacher-discussion guides, and accompanying literature for parents are in the Washington, D.C., New York City, Chicago, and Rhode Island public schools, and independent schools throughout New England, Pennsylvania, New York, and New Jersey, among others. Other grants have provided free loans of the Council's films throughout the United States.

With continued private and public support the ACDE can preserve its commitment to fight drug abuse with facts.

Formerly the American Council on Marijuana and Other Psychoactive Drugs, Inc

SAN DIEGO COUNTY
OFFICE OF EDUCATION
Gerald A. Rosander, Superintendent
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August 8, 1986

The Honorable Augustus F. Hawkins, Chairman
Committee on Education and Labor
House of Representatives
2371 Rayburn House Office Bldg.
Washington, D.C. 20515-0529

Dear Mr. Chairman:

We are glad to know the House Education and Labor Committee is considering a bill dealing with drug and substance abuse and that it will deal with public school students. This is to share information about efforts by the San Diego County Office of Education relating to prevention and intervention in drug and substance abuse in county public schools.

The San Diego County Office of Education is launching a 1986-87 program to deal with drug and substance abuse in the county's 43 K-12 school districts which enroll approximately 327,560 students. To support the program, we are allocating $300,000 received from state lottery money and $1 million in services and resources from our county office of education.

The major thrust of our effort is to cover key and crucial groups of people: teachers, members of local boards of education, administrators, and parents. All efforts are aimed to reach and convince students that they should lead drug-free lives and attend drug-free schools. Here is a brief summary of each program component.

Teachers -- The county office is targeting 500 teachers for a one-week teacher certification program in drug and substance abuse issues. Teachers will learn about drug/substance awareness, how to identify students with problems and those at risk, how to monitor at-risk students and provide necessary intervention, how to treat causes and behaviors, and the role of parents and guardians as partners in providing support and resources.

The final component in this part of the program -- and one to be used only after all efforts to help have been tried -- is student discipline, including expulsion.

Local Boards of Education -- We are mounting an awareness program aimed at each of the county's approximately 240 school district trustees to build acceptance that a problem exists and foster a proactive attitude for solution. Boards will be urged to adopt substance abuse policies and commit themselves and their districts to an activism that results in a chemical-free school environment.

Administrator Training -- Using our already-operating Management Academy, this county office will train school administrators in issues and problems of drug/substance abuse. Our primary target is the site-level administrator: principal, assistant principal, counselor, dean of students.

Parent Involvement -- Parents and guardians must be involved in attacking drug/substance abuse. We will train them in awareness and solicit their support for individual school district programs. Through our instructional television facility, we are producing a weekly program **YOUTH IN CRISIS** for cable broadcast. The program will feature adult call-ins on drug issues to key community leaders and celebrities. A comparable television program will be produced for students.

Drug Awareness Week -- October 25 - 31, 1986 is Drug Awareness Week in San Diego County. All county schools will participate in this massive, high visibility event. Students and their parents, guardians, and relatives will be asked to sign drug-free pledge cards. In a major event at Sea World, a well-known sea life and entertainment center in San Diego, pledge cards will be presented. Accompanying this public commitment by students and adults will be major name entertainment and a community celebration.

We believe, Mr. Chairman, that the components of the San Diego County Office of Education program can have application elsewhere and that a county office of education or intermediate education service center is a natural place to organize and promote drug and substance abuse programs aimed at schools, their students, faculty, administrators, trustees, and parents or guardians.

Our drug and substance abuse program director is Dr. Lean King, (619)292-3718, whom you know from his work in the Effective Schools Program. Lean would be glad to respond to any questions you or your staff might have relating to our program and legislation you are now writing.

Sincerely,

John Lockhart

John Lockhart
Legislative Liaison

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cc: Lean King

STATEMENT ON RELATIONSHIP OF SUICIDE TO ALCOHOL AND CHEMICAL ABUSE

To be Presented to the House Subcommittee

Statement of John W. McMahon, M.D.
400 Saddle Drive
Helena, MT 59601

Helena, Montana has indeed suffered a tragic last few years with a marked increase in our suicide rate. The community is especially alarmed at the increase in suicides in the 15-24 year age group. In at least 80% of the instances in which these young people have elected to take their own lives, the presence of alcohol or other chemicals in the blood stream of the individual at the time of death was detected.

It has been known for some time that one of the major, if not the major, cause of death in the alcoholic or otherwise chemical dependent person is suicide. The combination of chemical or alcohol abuse and suicide then is not only a local but it is a national problem. The suicide crisis among young is certainly not limited to Helena, Montana. When this community in depth began to review this problem in January 1986, we were amazed to find the extent of the problem nationally.

Obviously, no one has come up with quick-fix solutions. There is probably no single solution to either suicide or alcohol and chemical abuse in our young people or in any age group for that matter. On the other hand, there are certainly some dominant characteristics found in those subject to such abuse and misuse and it may well be that appropriate national intervention can change some of these patterns.

I would like to focus my remarks on the young people. I am the Chairman of a group we formed in Helena in January called "Cherish Life". Philosophically, we are oriented to point out to our young people the preciousness and appropriateness of life and attempting to encourage all to respect their fellow human beings for what they are and encourage each individual to respect and appreciate himself as an individual.

I have a daughter who just graduated from high school, who was involved for three years in the Montana Training Institute program, which is a group of young people oriented toward the rational use of alcohol and other chemicals who put on seminars for the junior high and grade school students and focus on attempts to assist others in appropriate self image and appropriate reliance on their own decisions, rather than on that of peers. She commented last night that she had never spoken to a group of sixth graders, who almost to a person could not understand why older youths couldn't have a good time without using alcohol or other chemicals. It is amazing that by the time these same people are one year older in the seventh grade, the majority are almost totally tolerant of drinking among their peers. It is obvious that any program directed at youth has to start by addressing the needs of these junior high students. I am always impressed by seeing a class go through a high school without major problems. When one looks closer at such a class, they find that the leaders in that class are, in fact, reasonably "straight" young people.

They are good people, they are talented people, and they are also confident of their own abilities and they feel totally comfortable in making their own decisions and, in fact, they lead others to make wise decisions. This didn't start today. Young people have been that way since I was in high school.

Mrs. McMahon and I have raised sixteen children. We have been most fortunate in never having these problems involve any of our children. Somehow I think we have instilled in all of those children a deep self respect for themselves and the ability to make their own decisions and accept the responsibility for those decisions. Hopefully, they all like themselves just a little bit. There is no question that that is the key to any permanent solutions to this problem. The organization we have formed supported an experimental program at the junior high last year in which for the last quarter, a class was sponsored at the instigation of the vice principal, the nurse, and one of the counselors at the school for those who seem to be at risk to have some major problems as they progressed. These young people were identified because they had either major academic problems manifested by lack of effort on their part, they were truant and/or they continually missed school, or had some major family problems at home. It was a voluntary class and approximately thirty students broken into two classes met three times a week in a symposium fashion with trained counselors and the attempt was to improve self image, self reliance, and self respect. I understand from those associated with the program that to their knowledge to date, it has been a major success. It is amazing the good that can be attained if young people with some of these problems find out that they can share this with others and get some constructive help just from their own peers.

Because of the crisis at particularly one of our high schools with suicide, and as a community response, a group of sixteen teenagers were identified in that school as being at extremely high risk for suicide. These were young people who had actively contemplated suicide or, in fact, had actively attempted to commit suicide in the immediately preceding months. Again, under a trained counselor, a group program was instituted, had met for the next four months and to my knowledge none of those young people have had significant problems since. The former program will not be continued this year because the school board felt it inappropriate to include this type of a program in its budget. The latter problem of the high risk young people, which obviously should be an on-going thing in all of our schools, was discontinued, again because of lack of funding. Certainly, the group I represent in our community hopes to be able to financially support some of these programs in the future. We obviously are not going to be able to meet the ultimate need on a voluntary subscription basis. It would be my hope that Federal funds are made available to support these programs.

Sometimes it is my belief that the Government acts in an irrational manner when it attempts to address some of these problems. I continue to question the wisdom of withholding Highway funds over the 19 or 21 age drinking limit. I cannot believe that we are accomplishing anything. It seems to make so much more sense to expend our efforts in attempting to change the patterns that make people want to use and abuse alcohol. If my children are doing right and wrong because they fear the consequences of me if they don't do things my way, I have accomplished nothing. If, in fact, my children act appropriately because they believe it is right or wrong, a great deal has been accomplished. We attempt to make laws that make punishment to sort of hurt people into mass uniformed appropriate behavior. It would require certainly a greater effort to attempt to assist those same people in wanting to act and behave appropriately. I think the technique for such help is available, but I think the funding is sorely lacking.

It is my understanding that the Speaker of the House has elected to take the lead in support of a National/Federal effort on alcohol and chemical abuse. I certainly support the proposal by Representative Williams which include funding for suicide prevention activities being tied directly to that program. They are certainly totally related. Expertise is definitely available. Funding in the appropriate channeiing of that funding into positive programs is all we need.

Thank you.

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